

Pupil premium update

May 2023



School overview

Detail	Data
School name	Farnsfield, St Michaels
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	7.7% (21 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year 2022-23
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Louise Carpenter
Pupil premium lead	Deb Taylor Deputy Headteacher
Governor / Trustee lead	Jennie Fieldwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,095
Recovery premium funding allocation this academic year	£3,190 based on last yrs census
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,285

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessment tools (Boxall) in school show that we have a number of pupils who have social and emotional needs (some linked to attachment), some of these have increased due to the pandemic and isolation, whilst others are due to lack of experiences, adaption and SEND needs that lead to limitations on family outings and experiences.
2	Assessment show that a number of our pupils, even more so with the lack of support from SALT during previous years, are suffering with speech language and communication needs. This is impacting early phonics and early writing.
3	Our reading assessments show that a number of our more disadvantaged pupils due to a limited range of life experiences struggle with their reading comprehension and ability to make connections with books, characters and experiences that they have not had themselves. This has impacted on reading comprehension/reading age.
4	Our SEND list reflects that a large proportion of our PP children have specific SEND needs, mainly cognition and learning and communication and interaction this is furthering impacting on their academic progress.
5	From observations, we can see that a number of our PP children struggle with a readiness to learn, they need support to sit well for extended periods of time, activities altered to meet their needs and some emotional and sensory support.
6	Our attendance data shows that for a number of our PP children there are gaps in learning due to low attendance.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increased positive social interactions	Pupils are able to overcome barriers/ challenged in relationships independently. This will be shown on our termly Boxall assessments and through observations of pupils within the classroom.
Progress in reading	Pupils make progress in line with their peers.

Increased understanding of language	Assessments such as the BPVS and York reading assessment show that our children have increased their understanding of language.
Increased well being and emotional language	Observations of pupils show that they are more settled and readier to learn and also an increase in attendance for named pupils, these will be known to class teachers and SLT for monitoring.
Improvement in behaviour for learning	Relationships lead to a greater engagement in learning and higher standards in behaviour and work outcomes. Assessment tools such as Boxall, tracked by class teachers should indicate an improvement.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £ 0 (PD meetings)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Mid-point review
Whole school Phonics and writing approaches	Offering children, a rich range of texts, offers greater experiences and increases the children's vocabulary. Phonics EEF educationendowmentfoundation.org.uk	2, 3, 4	Whole school PD sessions have ensured consolidation in teaching and learning strategies across all phases. Monitoring by leaders reflects this. Feedback from pupil progress meetings show that good progress is being made by PP pupils in Phonics and writing.
QFT a focus on feedback and target setting	Feedback is shown to have a high impact on pupil progress. Feedback EEF educationendowmentfoundation.org.uk	4, 5	Twilight and subject in the spotlight PD sessions have had a focus on depth and challenge. Learning walks, including those with a teaching and learning focus by the T&L lead and HT, show that teaching is strong across school with effective questioning and target setting to enable good progress by all learners. The Mitre

			review report reflects these findings.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,737

Activity	Evidence that supports this approach	Challenge number(s) addressed	Mid-point review
Nurture groups	<p>Focus on self-regulation is shown to have a high impact on learning. Targeted behaviour and emotional well being approaches show that they can impact on classroom focus etc.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2,5	We are seeing improvements in the use of emotional language and managing difficult situations with increased confidence. Children are demonstrating more positive behaviours for learning in the classroom.
Foresters	<p>Outdoor adventure learning shows a moderate level of progress for pupils. It also supports emotional wellbeing and mental health. Both behavioural and social emotional learning can support classroom progress.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2,3,5	More children have benefited from attending Foresters this year, whether for the whole year or just a term. Children are showing more collaborative behaviours in class and there are less incidences of conflict on the playground. Confidence in all aspects of school life has improved for these children too.
Reading interventions	<p>Low cost, high impact supporting both reading progress and writing.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 3 ,4	Current data shows that children are making good progress, with some making accelerated progress and closing the gap from their starting points. In addition, three children have made 2 years progress with their reading age

			and two children have made 3 years progress.
Maths interventions	<p>Focused group interventions are shown to have a high impact, this involves pre- teaching and post- teaching.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	4, 6	As with reading, children have made good progress and some have already surpassed their end of year targets.
Phonics/SLCN support	<p>Oral language interventions are shown to support good progress in learning, especially within reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,5	Current Phonics data shows that 67% of PP children are on track to pass their Y1 Phonics screener. Children accessing S&L intervention are showing good progress against the EYFSP.
One to one/ small group tutoring (recovery funding)	<p>Small group work focusing on gaps in learning in writing and maths.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3,5,6	Year 2 and Year 6 children have now received their allocated hours and children have made good progress in the areas where they have received this tutoring.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,548 (Plus PD meetings)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Mid-point review
Take 5	<p>Evidence based research from other schools in the county.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,5	Take 5 continues to be a key part of the school day. We are working towards children being trained as Take 5 ambassadors to continue to promote wellbeing across school.

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)		
Relationships and behaviour rules policy	Focus on self-regulation is shown to have a high impact on learning. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,5	We now have a designated behaviour and attitudes lead. Monitoring shows a decrease in behaviour incidents across school and continued improvement in behaviour for learning. The February Mitre review spoke highly of behaviour across school.
School visits and residentials	Life experiences that can feed into reading and writing can have a high impact- writing with a purpose.	1,3,5	This year we have fully funded residentials for PP children so that they can access these experiences despite increased costs. All PP In Years 3, 4 and 5 have attended a residential so far. We are also providing up to £100 towards the cost of school trips. All PP children who have been offered a trip have attended so far.
Milk and morning snacks	Supporting a healthy diet and ensuring children aren't hungry enables them to be ready to engage in learning.	5	This year all PP children can access a free snack every day (in addition to the universal infant fruit). We are seeing increased engagement in class from many children during the later part of the morning due to them having something to eat.
After school clubs	Exercise and keeping healthy to support general health and well being.	1,3,5	Our personal development lead is working on ensuring that all PP children have accessed an after school club by the end of the year. We fund one club per term and many have already taken up their full allocation.

Total budgeted cost: £35,285