



We dream big, show pride
and do our very best!

PUPIL PREMIUM REPORT 2021/22

FOLJAMBE PRIMARY SCHOOL

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☎ 01709 850569 **HEADTEACHER:** Mrs B Tate-Brier



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foljambe Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	55.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Beverley Tate-Brier
Pupil premium lead	Michael Nicholson
Governor / Trustee lead	Caroline Needham, Tracy Mountain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,735
Recovery premium funding allocation this academic year	Held at Central Trust
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,735

Part A: Pupil premium strategy plan

Statement of intent

Foljambe Primary School is committed to enabling all pupils to achieve to the best of their abilities. We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amounts of parental investment in the early years is the important resource and this is not always closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and non-cognitive stimulation given to young children. We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk. Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF). We intend to invest in the developmental growth of at risk children through main programs of development.

Challenges

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

Challenge number	Detail of challenge
	Teaching/ Learning/ Cognition: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
1	Reading and phonics: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from the Foundation Stage through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Writing: Assessments, observations, and discussions with pupils indicate underdeveloped writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Maths:

	Assessments, observations, and discussions with pupils indicate underdeveloped maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
	Communication/ Language/ Interaction
4	Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from the Foundation Stage through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
	Social, Emotional and Mental Health (Wellbeing)
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
	Sensory/Physical/ Extended provision
6	Attendance: Wider research has looked at the characteristics of schools that influence pupil performance. Attendance at school is related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). School is currently supporting a small number of disadvantaged pupils who have poor attendance.
7	Education/Enrichment activities: Enrichment programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. We acknowledge that not all children, have equality of access to school provision as such we retain a small budget to help offset and cover the costs of activities for disadvantaged and vulnerable pupils.

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
Improved phonics attainment among disadvantaged pupils.	KS1 phonics screening outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard. This will be measured through the analysis of end of year data for the next 3 years. (2020-21 PP achieved 71%)
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard (in line with national). This will be measured

	through the analysis of end of year data for the next 3 years. PP significantly above National average at 74% in this cohort which is more than double the National average.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 68% of disadvantaged pupils met the expected standard (in line with national). This will be measured through the analysis of end of year data for the next 3 years. PP significantly above National average at 74% in this cohort which is more than double the National average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 67% of disadvantaged pupils met the expected standard (in line with national). This will be measured through the analysis of end of year data for the next 3 years. PP significantly above National average at 74% in this cohort which is more than double the National average.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.6%.

	the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 0.6% lower than their peers.
To provide pupils with a wide range of enriched activities that develop learning, language, life and emotional opportunities.	<p>Every child to have accessed a range of school visits every academic year that include elements of the local community, museum visit and a contrast location from Dalton/Thrybergh area.</p> <ul style="list-style-type: none"> • Children will be engaged in our Pledge programme and show that they are progressing through each stage.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Teaching Assistants <ul style="list-style-type: none"> - SFA (English) - Maths - Phonics - Intervention 	Making the Best Use of Teaching Assistants (Education Endowment Funding - EEF) - Use TAs to add value to what teachers do. Use TAs to help pupils develop independent learning skills and manage their own learning. Use TAs to deliver high quality one-to-one and small group support using structured interventions.	Challenge 1,2,3 & 4
Improving reading fluency through the Herts for Learning Reading Fluency Project	Herts For Learning - Pupils made above average accelerated progress. Over 1000 pupils have now taken part in the KS2 Reading Fluency Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age*. *as measured by the YARC assessment tool.	Challenge 1 5 PP children (Y4) initially, to be then rolled out to Y3 & Y5 in Spring term and Y6 in the Summer
New Phonics Programme Training for all staff (To be delivered by SfA)	Phonics (EEF) - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	Challenge 1
New Maths medium term plan and support materials shared with all teachers with CPD to ensure plans are	First Class Teaching (EEF) - Spending on improving teaching might include professional development, training and support for early career teachers and	Challenge 3

embedded in practice.	recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trained Teaching Assistants used to deliver targeted interventions across school through the use of;</p> <ul style="list-style-type: none"> • SFA • Phonics • Lexia • Herts for Learning Reading Fluency Project resources • 	<p>Small group tuition (EEF)- Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Phonics (EEF)- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reading Comprehension Strategies (EEF)- Very high impact for very low cost based on extensive evidence</p> <p>Maths – Feedback (EEF) - Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p>	<p>Challenge 1,2,3 & 4</p> <p>Additional phonics intervention in KS1 pupils, (7 KS1 PP out of 13 pupils)</p> <p>Daily 1:1 phonics is also taught via precision teaching (10 KS2 PP out of 22 pupils)</p> <p>Lexia- 42 KS2 PP pupils out of 61 pupils in total</p> <p>Lexia – 5 PP Y2 pupils</p> <p>Reading Fluency Project- 5children (5 PP) initially but set to increase later this academic year.</p>
<p>Year 6 Booster Classes</p> <ul style="list-style-type: none"> • led by qualified teacher (Tutor) to facilitate smaller groups in X2 maths sessions 	<p>Small group tuition (EEF) - To raise attainment & progress for all children in maths to be at least in line with National in all phases of school. Additional staffing budget for TAs and additional tutor hours £10,000</p>	<p>Challenge 1,2,3 & 4</p> <p>Year 6 pupils 12, (8 PP)</p>

Quality homework tasks linked to what has been taught in school. Purchasing of; CPG Year 6 Revision MathsGuides	Homework (EEF) - High impact for very low cost. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. Homework has a positive impact on average (+ 5 months)	Challenge 1,2,3 & 4 12 Y6 children (8 PP) 16 Y5 children (13 PP) 15 Y4 children (9 PP) 19 Y3 children (11 PP)
Online learning subscriptions to be provided for all children for maths and English.	Online Learning - (EEF) evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough. The programmes need to be used in a structured way and integrated into the school systems and procedures. Phonics Play My Maths TT Rockstars White Rose Premium	Challenge 1,2,3,4 All children
All children in EYFS to be screened by speech and language and identified for additional interventions as required.	Oral Language Interventions (EEF) - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 100% (4 pupils) of disadvantaged pupils (in FS2) have been identified as requiring additional speech and language interventions. This screening needs to be accurate and timely with recommendations made by a professional SALT.	Challenge 1 & 4 4 PP pupils (all pupils screened F2/Y1)

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Enrichment activities such as kayaking, rock climbing and camping (WPT resource)	<p>Metacognition and self-regulation (EEF) - Very high impact</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>Outdoor adventure learning (EEF)</p> <p>Unclear impact for moderate cost based on insufficient evidence</p>	<p>5, 6 & 7</p> <p>All children (55.3% PP)</p>
Financial support for educational visits	Subsidised visits for educational visits - ?? pupils.	<p>Challenge 5, 6 & 7</p> <p>All children (55 PP)</p>
<p>Improving attendance through rigorous monitoring and celebration</p> <ul style="list-style-type: none"> - breakfast club - celebration assemblies - rewards 	<p>Improving school attendance: support for schools and local authorities (DfE)</p> <p>Rewards for attendance</p> <p>Attendance Team</p>	<p>Challenge 5, 6 & 7</p> <p>99 FTE (PP)</p>
Reading - books for each class linked to the ethos of our School Reading Spine	<p>Research evidence on reading for pleasure (DfE)- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. There is a positive link between positive attitudes towards reading and scoring well on reading assessments</p>	<p>Challenge 1 & 4</p> <p>All children (55 PP)</p>
Access to Specialist SEMH Provision	<p>Social and Emotional Learning (EEF)- Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>Challenge 1, 2,3,4,5,6 & 7</p> <p>7 pupils (6 PP)</p>
Learning Mentor with a responsibility for attendance	<p>Mentoring (EEF)- Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	Challenge 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.