



Pupil premium strategy statement

Place Farm Primary Academy.

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	PFPA
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Louise Gurney
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138535 Estimated
Recovery premium funding allocation this academic year	£14935 Estimated
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.0
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	£153470 Estimated

Part A: Pupil premium strategy plan

Statement of intent

- Provide additional educational support to improve the progress and attainment of those children eligible
- Diminish the difference between the achievement of those children eligible for PPG and their non-PPG peers
- Address any known underlying inequalities between children eligible and their non-PPG peers
- Ensure that the additional funding reaches children who need it most and that it makes an impact on both their education and their lives
- To ensure that wellbeing is prioritised for all – but with a focus on PP children (as lockdown may have disproportionately affected those families eligible.)
- To provide a recovery curriculum and interventions so that PP children are as least affected by lockdown as possible.
- To further the aspirations of children eligible for PPG.
- To continue to promote awareness of Pupil Premium children and their families among staff.
- To improve the attendance of children who are eligible for PPG.

Challenges

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

Challenge number	Detail of challenge
1	Parental/pupil engagement with schoolwork
2	Change of financial circumstances for families.
3	Attendance
4	Language Skills (Vocabulary understanding)
5	Phonics and Early Reading
6	Greater Depth in Mathematics
7	Spelling
8	Handwriting (Fine Motor Skills)
9	Social Skills
10	Nurture Support
11	Reduced 'Cultural Capital' opportunities

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
Parents will be more engaged with school	An increase in the number of children reading at home.
The teaching of Phonics is excellent and gaps in individual children's knowledge are addressed quickly and effectively.	Precision teaching of Phonics and appropriate interventions to follow up.
Early Reading (and Reading into Lower Key Stage) teaching is excellent and children who face challenges with Reading are addressed quickly and effectively.	Daily Reading and Easy Read interventions are established quickly for those PP children who have been identified as needing support.
PP children attendance will be higher meaning less lost learning time.	PP attendance will be at least at national.
PP children will have at least a good standard of education, meaning that vocabulary, comprehension, handwriting & maths reasoning are in line with their non-PP peers.	PP children at Year 2 and Year 6 will achieve in line with national.
Families will be able to access nurture/family welfare support.	Families entitled to PP feel supported.
Children entitled to PP have a nurturing and appropriate curriculum.	Less behavioural issues/exclusions.
More children will reach GDS at the end of KS1 and KS2.	In line with or exceed national GDS at end of KS1/2.

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: £46,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading curriculum from CUSP bought and implemented.	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. - Training and supporting highly qualified teachers deliver targeted support. 	4, 5
Phonic training – teachers and support staff		5
Maths Mastery programme		6
Maths lead training via trust on GDS throughout KS1 and KS2		6
Arithmetic practices are embedded to ensure the top 30% of classes are supported to reach 85% on arithmetic papers.		6
Easi-read programme training	Easi-read has been shown to accelerate progress.	5
Reading for pleasure	Purchase of new books	4, 5
Accelerated Reader	CPD on AR reports.	4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small groups for precision phonics teaching.	EEF small group tuition +4/+5 months	5

<i>Targeted handwriting support</i>	EEF small group tuition +4/+5 months	8
One to one support.	Easy Read Interventions have been proven to accelerate progress in reading for those children engaging in the programme.	5
Group support for GDS children?	EEF small group tuition +4/+5 months	6

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

Budgeted cost: £ 44,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rainbow Class	EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	4, 5, 7, 8, 9, 10
Rainbow team		4, 5, 7, 8, 9, 10
Family Liaison Officer	Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. EEF toolkit– Parental engagement	1, 3
Attendance officer	Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	3
Uniform support to enable our children to feel PROUD (link to our school values)	Children who are in the correct uniform feel part of our school community.	11
• Cultural capital experiences promoted in the curriculum.	Learning is contextualised in concrete experiences and language rich environments.	11

<ul style="list-style-type: none"> • Reduction in cost of trips for PP • Residential trip cost is greatly reduced for PP 	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	
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Total budgeted cost: £153470

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data.

Please see below internal assessments:

Year 6 2019 SAT paper:

(all in brackets)

	Exp +	GDS
R	63% (81.2%)	6.3% (8.5%)
M	94% (83%)	6.3% (17.2%)
W	81% (86%)	13% (26%)

Year 2 2019

	Exp +
R	60% (77%)
M	60% (82%)
W	50% (72%)

School closure has had a detrimental effect on Current Year 3 and Year 2 pupils. Throughout the following 3 years, we will focus on closing this gap.

Reading results for Pupil Premium Key Stage 2 were substantially lower than maths and writing. One of our whole school development priorities is Reading. This will include:

- A focus on current Year 3 cohort by PP lead
- LA support in phonics being distributed so that small groups can be taught at their level.
- A new reading curriculum and training by the trust.
- Specific interventions for identified children (Easi-read)

- Tutoring will also be directed at specific year groups.

Teachers, support staff and family liaison officer (FLO) have supported parents and carers throughout lockdown with weekly phone calls, support with accessing free school meal vouchers, seeking benefits and offering well-being support.

SENCo and FLO has attended multi agency and safeguarding team meetings to support the child and family.

PP children who were not engaging at home were offered a place in school.

Parent courses have continued with parents throughout lockdown.