

George Fentham Endowed School: Pupil premium strategy statement

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 (as at October 21 Census)
School name	George Fentham Endowed School
Number of pupils in school	220 (195 Reception to Y6)
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	Strategy Committee Spring and Summer 2022
Statement authorised by	J Gaughan
Pupil premium lead	J Gaughan
Governor	S Kavanagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,005
Recovery premium funding allocation this academic year	£4,205
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	£45,210

Part A: Pupil premium strategy plan

Statement of intent

At George Fenthams Endowed School our ultimate objectives are for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. In addition, we want them to develop a love of learning and a wide range of learning capacities to enable them to be successful lifelong learners and to develop a strong sense of moral purpose and respect for others. Our pupil premium strategy focuses on areas where disadvantaged pupils require the most support, identifying barriers to learning and strategies to mitigate these barriers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit our non-disadvantaged pupils.

In addition to what we know about our local community and the disadvantaged pupils we serve, we have also used research from the EEF (Education Endowment Foundation) to support our strategy.

We aim to:

- Ensure high quality teaching with high expectations for all children.
- Provide focused staff training to ensure teachers and TAs have the necessary knowledge and skills to support teaching and intervention e.g. phonics and reading.
- Provide targeted interventions to address specific gaps in children's knowledge and skills.
- Support children in developing a range of learning capacities to help them become successful, lifelong learners.
- Overcome barriers in speech, language and communication skills.
- Support children's Social, Emotional and Mental Health needs, both within school and in partnership with outside agencies.
- Support families to ensure high levels of attendance and to reduce any barriers in attending school.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health well-being, linked to current or previous life experiences including following a crisis at home or in the family. (Specific examples include: anxiety, attachment, illness, bereavement, marital breakdown, family finances, friendship issues, impact of COVID-19.)
2	Attendance issues – current or historic.
3	Specific gaps in learning short or long term (including impact of COVID-19).
4	SEND specific learning difficulties (children with multiple vulnerabilities e.g. PP and SEND).
5	Speech, Language and Communication difficulties
6	Behaviour and attitudes to Learning – concentration, focus and resilience (Building Learning Power).

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
Teaching:	
<ul style="list-style-type: none"> • All staff have the required knowledge, understanding and skills to: <ul style="list-style-type: none"> ◦ Deliver high quality phonics teaching and interventions. ◦ Regularly assess and track children's phonics skills and key words, to identify and close gaps. ◦ Use Precision Teaching to increase word recognition and accelerate reading progress. • Staff have further developed their knowledge and understanding of strategies that can be used to support children with multiple vulnerabilities (e.g. SEND and autism). • Staff have received high quality training to enable them to further recognise and support children's mental health and wellbeing through their day to day work. 	<p>The number of pupils, including disadvantaged pupils, who pass the phonics screening in Year 1 and Year 2 is in line with previous school results and above national.</p> <p>KS1 and KS2 reading outcomes for all pupils, including disadvantaged pupils, are in line with previous school results and above national.</p> <p>Pupils are well supported and benefit from a holistic approach to address and support multiple vulnerabilities.</p> <p>Pupils feel well supported and are less anxious. Analysis of the Child Mentor's register shows a decrease in the number of sessions, or children no longer need to be on the register.</p>
Targeted Academic Support:	
<ul style="list-style-type: none"> • Targeted small group and 1:1 intervention. <ul style="list-style-type: none"> ◦ Pupils, including identified vulnerable pupils, benefit from small group and 1:1 interventions to address specific gaps in learning in order to accelerate progress. • Speech & Language and Communication <ul style="list-style-type: none"> ◦ Pupils, including identified vulnerable pupils, in Nursery, Reception and Year 1 are supported to improve their speech, language and communication skills. 	<p>Data shows pupils are making good progress in phonics, reading, writing and maths, closing gaps in knowledge and skills impacting on attainment.</p> <p>Feedback from teachers and parents show improved speech, language and communication skills. Pupils are discharged from our Speech & Language Therapist register or intervention groups as their skills improve.</p>
Wider Strategies:	
<ul style="list-style-type: none"> • BLP <ul style="list-style-type: none"> ◦ Pupils, including vulnerable pupils, develop and use a wide range of BLP learning capacities to know and understand how they learn best. They are able to use those capacities to demonstrate good learning behaviours and attitudes which will support them in becoming successful lifelong learners. • Attendance <ul style="list-style-type: none"> ◦ Rigorous monitoring ensures attendance issues are quickly identified and attendance improves. The number of pupils, including vulnerable pupils, who are identified as persistently absent is reduced. 	<p>Analysis of our BLP tracker shows children are successfully developing and using a range of BLP skills. Children are able to talk about how these BLP capacities help them learn. BLP is evident in lessons and around school e.g. on the playground and in assemblies.</p> <p>Analysis of data shows improved attendance as a result of rigorous monitoring and swift intervention and a reduction in the number of persistently absent children.</p>

<ul style="list-style-type: none"> Mental Health and Wellbeing <ul style="list-style-type: none"> Pupils, including vulnerable pupils are well supported with their mental health and wellbeing and are able to engage fully and successfully with all aspects of school life. 	<p>Feedback from our Child Mentor and discussions with children and Parents/Carers show that children feel well supported and are less anxious. The number of sessions a child has with the Child Mentor reduces and some children come off the register.</p>
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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: £6,050

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i>	Challenge number(s) addressed
CPD for Teachers and Teaching Assistants: Phonics Training To provide high quality phonics training to ensure all Teachers and TAs have the necessary knowledge and skills to support phonics teaching and intervention.	<ul style="list-style-type: none"> Phonics – high impact for very low cost based on extensive evidence +5 <ul style="list-style-type: none"> Training staff to ensure they have the necessary linguistic knowledge and understanding. 	3&4
Staff CPD: Phonics Tracker To provide staff training to ensure the Phonics Tracker is used to regularly assess and track children's phonic knowledge and skills in order to quickly identify and close phonics gaps.	<ul style="list-style-type: none"> Phonics – high impact for very low cost based on extensive evidence +5 <ul style="list-style-type: none"> Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary. 	3&4
Staff CPD: Precision Teaching Staff training to use Precision Teaching as a strategy to close gaps in the reading of key words.	<ul style="list-style-type: none"> Reading comprehension strategies – very high impact for very low cost based on extensive evidence +6 months <p>School Evidence:</p> <p>Precision Teaching enables PP children to benefit from individual targeted support, increasing their confidence and word recognition skills.</p>	3&4
Staff CPD: Key Words Assessment and Tracking To provide staff training to ensure Key Words are regularly assessed and tracked in order to quickly identify and close gaps.	<ul style="list-style-type: none"> Reading comprehension strategies – very high impact for very low cost based on extensive evidence +6 	3&4
Staff CPD: Children's Mental Health & Well-Being – to support children with multiple vulnerabilities. <ul style="list-style-type: none"> Autism Training PDA Training Emotional Coaching 	<p>School Evidence:</p> <p>High quality staff CPD, increases the knowledge and skills of staff, enabling them to better meet the needs of the children they teach.</p>	1,4&6

<ul style="list-style-type: none"> Equality First Teaching for Children's Mental Health & Well-Being 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,328

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i>	Challenge number(s) addressed
Phonics Intervention Y1 and Y2 small group and 1:1.	<ul style="list-style-type: none"> Phonics – high impact for very low cost based on extensive evidence +5 months <p>School Evidence:</p> <p>Internal data analysis has identified those PP children who are at risk of not achieving the phonics screening in Y2 (autumn 2021/summer 2022) and Y1 (summer 2022). Small group and 1:1 intervention will be used to address phonics gaps and further accelerate progress.</p>	3&4
Precision Teaching of Key Words 1:1 intervention.	<ul style="list-style-type: none"> Reading comprehension strategies – very high impact for very low cost based on extensive evidence +6 <p>School Evidence:</p> <p>Efficient and effective intervention, tailored to meet the needs of individual children, addresses specific key word gaps, enabling children to make progress.</p>	3&4
Speech and Language Therapist employed directly by school <ul style="list-style-type: none"> Targeted 1:1 Intervention for identified children in Nursery, Reception and Year 1. 	<ul style="list-style-type: none"> Oral language interventions – very high impact for very low cost based on extensive evidence +6 <p>School Evidence:</p> <p>Increased number of children entering school with Speech & Language difficulties over the last 2 years. (Linked to periods of National lockdown due to COVID-19.)</p>	5
Language Link small group intervention (Reception): <ul style="list-style-type: none"> Targeted small group intervention to develop children's oral language. 	<ul style="list-style-type: none"> Oral language interventions – very high impact for very low cost based on extensive evidence +6 	5
Social & Communication small group intervention (Y1): <ul style="list-style-type: none"> Time to Talk 	<ul style="list-style-type: none"> Oral language interventions – very high impact for very low cost based on extensive evidence +6 	5
Social Skills small group intervention (Y1, Y2, Y3/4, Y5):	<ul style="list-style-type: none"> Social and emotional learning – moderate impact for very low cost based on extensive evidence +4 	1
School-Led Tutoring Programme: <ul style="list-style-type: none"> 25% school contribution 	<p>Refer to DFE: School-Led Tutoring guidance, The National Tutoring Programme, September 2021.</p> <ul style="list-style-type: none"> One to one tuition – high impact for moderate cost based on moderate evidence +5 	3

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

Budgeted cost: £14,832

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i>	Challenge number(s) addressed
To improve children's Learning Behaviour: Building Learning Power (BLP) <ul style="list-style-type: none"> New resources to teach and revise BLP capacities. Reinforced and recognised in Celebration Assemblies. Key capacities e.g. resilience identified and prioritised to support learning following impact of COVID-19, lockdown and bubble isolation. PP children high focus group. 	<ul style="list-style-type: none"> Metacognition and self-regulation – very high impact for very low cost based on extensive evidence +7 months <p>School Evidence:</p> <ul style="list-style-type: none"> BLP is a whole school approach, focusing on how children learn best and helping them understand themselves as learners. It provides a comprehensive set of capacities which support children in becoming good life-long learners. 	6
To ensure the best possible levels of attendance: CSAWS <ul style="list-style-type: none"> Half termly meetings to track the attendance of all children, including our PP group. Attendance Target Group (ATG) identified for daily tracking. CSAW contacted to follow up absence of child in ATG, for swift intervention / support. High expectations set and reinforced regarding high attendance levels. Legal advice provided, including issuing of penalty notices and advice on non-attendance. 	<p>School Evidence:</p> <ul style="list-style-type: none"> Rigorous tracking enables swift intervention, resulting in increased attendance. Increased attendance reduces short term and long term gaps in learning enabling children to make better progress. Families feel well supported and know where to go for support. 	2
Mental Health & Well-Being: Child Mentor 1:1 support <ul style="list-style-type: none"> Dedicated and protected Child Mentor time. 1:1 support for children with a wide range of individual issues. Liaison with parents, teachers and SENDCo as required, to ensure consistent support. 	<p>School Evidence:</p> <ul style="list-style-type: none"> Children who face challenges with their mental health and well-being are well supported and better able to access school life and the curriculum fully. Feedback from children tells us that they feel well supported and listened to in an environment where they are given space and time. 	1
SENTAA: Assessment of and support for any PP child whose progress is causing concern or has multiple vulnerabilities. <ul style="list-style-type: none"> 1:1 assessment of need and support with intervention planning. Evidence provided for EHCP applications. 	<p>School Evidence:</p> <ul style="list-style-type: none"> Excellent support provided by SENTAA for our most vulnerable children. Highly skilled and trained staff, who know our school and children well, are able to provide expert advice for SENDCo, class teachers and parents. 	4

<ul style="list-style-type: none"> • Support and assessments provided for Annual Reviews. • Signposting for further support & assessment e.g. Speech & Language, Autism, ADHD. • 	<ul style="list-style-type: none"> • Timely and accurate assessments ensure provision can be quickly identified and implemented. 	
Equality of Opportunity: financial support <ul style="list-style-type: none"> • Trips & Visits e.g. residential • Extra-curricular activities e.g. music lessons 	<p>School Evidence:</p> <p>All children have equality of opportunity, regardless of their socio-economic background.</p>	1

Total budgeted cost: £6,050+£24,328+£14,832=£45,210

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.

Pupil Evaluations undertaken during 2020/21:

Due to COVID-19, there was no statutory testing or teacher assessment for 2020 to 2021. However, at George Fenthams, we carried out all key stage assessments and testing internally, following all statutory guidance.

Internal non validated data indicates:

Foundation Stage Teacher Assessment Summer 2021

69% of pupils in FS2 reached a 'Good Level of Development'. (2019 National 72%).
Of the 4 Pupil premium children, 50% reached a 'Good Level of Development.'

Phonics Results Summer 2021

Year 1: 75% met the phonics standard. Of the 4 PP children, 75% met the phonics standard.
Year 2: 88% met the phonics standard. Of the 3 PP children, 33% met the phonics standard.

Key Stage 1 Teacher Assessment Summer 2021

Percentage achieving expected standard in Reading: 74% (2019 National 75%)
Of the 3 PP children, 33% met the Expected Standard
Percentage achieving expected standard in Writing: 77% (2019 National 69%)
Of the 3 PP children, 33% met the Expected Standard
Percentage achieving expected standard in Maths: 74% (2019 National 76%)
Of the 3 PP children, 33% met the Expected Standard

Percentage achieving greater depth in Reading: 22% (2019 National 25%)
Of the 3 PP children, 0% met the Greater Depth Standard
Percentage achieving greater depth in Writing: 11% (2019 National 15%)
Of the 3 PP children, 0% met the Greater Depth Standard
Percentage achieving greater depth in Maths: 19% (2019 National 22%)
Of the 3 PP children, 0% met the Greater Depth Standard

Key Stage 2 Teacher Assessment Summer 2021 Attainment

Percentage achieving the expected level in reading, writing and maths combined: 79% (2019 National 65%)
Of the 5 children, 60% achieved the expected level in reading, writing and maths combined.
Percentage achieving a higher level of attainment in reading, writing and maths combined: 21% (2019 National 11%)
Of the 5 children, 0% achieved a higher level of attainment in reading, writing and maths combined

Percentage achieving expected standard in Reading: 90% (2019 National 73%)
Of the 5 children, 60% achieved the expected standard.
Percentage achieving expected standard in Writing: 79% (2019 National 78%)
Of the 5 children, 60% achieved the expected standard.
Percentage achieving expected standard in Grammar, Punctuation & Spelling: 76% (2019 National 78%)
Of the 5 children, 40% achieved the expected standard.
Percentage achieving expected standard in Maths: 90% (2019 National 79%)
Of the 5 children, 80% achieved the expected standard.

Percentage achieving greater depth in Reading: 48% (2019 National 27%)
Of the 5 children, 20% achieved the greater depth standard.
Percentage achieving greater depth in Writing: 28% (2019 National 20%)
Of the 5 children, 20% achieved the greater depth standard.
Percentage achieving greater depth in Grammar, Punctuation & Spelling: 28% (2019 National 36%)
Of the 5 children, 20% achieved the greater depth standard.
Percentage achieving greater depth in Maths: 31% (2019 National 27%)
Of the 5 children, 0% achieved the greater depth standard.

Assessment of how successfully the intended outcomes of the 2020/21 plan were met:

Aim	Outcome
All relevant staff have received training to deliver the phonics scheme effectively. (Floppy's Phonics)	Staff benefited from high quality training. However, some parts of this training were delayed due to long term staff absence and lockdown measures spring 2021. This has been carried forward into the 2021/22 PP Strategy.
All relevant staff have received training to use the reading scheme to support the development of reading effectively. (Oxford Reading Tree)	
All relevant staff have had training to use BLP in their daily teaching in order to support children in developing a wide range of good learning behaviours, impacting on increased concentration, focus and resilience.	<ul style="list-style-type: none"> • New resources purchased and shared with staff. • Capacities prioritised to support children after lockdown e.g. resilience, perseverance, collaboration, empathy. • Whole school fortnightly focus on each capacity, linked to recognition in weekly Celebration Assemblies. • BLP Tracker developed to track and assess capacities. • Children more aware of the different BLP capacities which they can use to support their learning.
Targeted Phonics Intervention in EYFS & KS1 supports disadvantaged pupils to reach the expected standard in the phonics check in Y1 & Y2.	<p>Phonics Results Summer 2021 based on Teacher Assessment:</p> <ul style="list-style-type: none"> • Year 1: 75% met the phonics standard. Of the 4 PP children, 75% met the phonics standard. • Year 2: 88% met the phonics standard. Of the 3 PP children, 33% met the phonics standard.
Increased progress and attainment through targeted reading, writing and maths 1:1 or small group interventions.	<ul style="list-style-type: none"> • Target groups in place autumn 2020, providing small group interventions to close gaps and accelerate progress in reading, writing and maths. • Spring 2021 – National Lockdown and remote learning in place, therefore, target groups unable to take place in school. • Summer 2021. Catch-Up programme linked with PP Strategy. Class teachers used assessment grids to identify gaps in learning for all children. Reading, Writing and Maths target groups created and cover provided for the class teacher to work with these children for one morning per week through the summer term. • PP children prioritised for inclusion in these groups. • Internal data analysis shows gaps were closed and progress accelerated through this intervention.
PP children have access to Remote Learning in the event of self-isolation, isolation of "Bubble" or lockdown due to COVID-19.	<ul style="list-style-type: none"> • School laptops provided to all PP children who required them in lockdown. • Our most vulnerable PP children were offered places in school during lockdown. Parents appreciated this support. • Engagement registers completed, enabling swift action if a child was not attending school, submitting work online or joining Teams calls.
Improve attendance for identified PP children.	<ul style="list-style-type: none"> • All cases of low attendance tracked individually and reviewed in termly CSAWS meetings. Regular contact (phone calls, emails, home visits) maintained, including liaison with Children Missing in Education Team where there was no contact. • End of year review identified 32 children for high level attendance monitoring from September 21. Of these 32 children 15 were PP children (47%). • Attendance for the school year as at 12th July 2021 was 96.19% (National average based on 2018/19

	<p>was 96%). Attendance for PP children was 90.54%.</p> <ul style="list-style-type: none"> Attendance for the period 8th March to 12th July was 95.77%. Attendance for PP children was 92.44%, showing the gap was closing.
Children are well supported with their own social, emotional and mental health and are able to access school life and the curriculum fully.	<ul style="list-style-type: none"> Child Mentor summer 21 register shows 29 children were being supported for a wide range of social, emotional and mental health issues. 14 of these children (48%) were PP children. As a result, children felt well supported. They had space and time to talk through concerns and worries, knowing that they would be listened to.
Children have equal access to all opportunities in school regardless of their economic background.	<ul style="list-style-type: none"> Due to COVID-19 and periods of lockdown, trips, visits and our Y6 residential were unable to go ahead.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.