

George Fentham Endowed School: Pupil premium strategy statement 2023 24

This statement details our school's use of pupil premium (and recovery premium) for the 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222 (R-Y6 196)
Proportion (%) of pupil premium eligible pupils Reception to Y6	16% 32 children (27 FSM, 5 PLAC, 1 LAC+FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J Gaughan
Pupil premium lead	J Gaughan
Governor	S Kavanagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,480
Recovery premium funding allocation this academic year	£4,640
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	£55,120

Part A: Pupil premium strategy plan

Statement of intent

At George Fentham Endowed School our ultimate objectives are for all pupils, irrespective of their background or the challenges they face to achieve good progress and attainment across all subject areas. In addition, we want our children 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.
- 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 (Building Learning Power).
- 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	Some of our children suffer from high anxiety and are in families where there is a history of mental health issues, which impacts on their mental health and well-being.
2	Attendance issues, current or historic mean that children who are absent for substantial parts of their education fall behind and can struggle to catch up.
3	Specific gaps in learning short or long term. School has identified pupil premium pupils that need rapid intervention to catch up quickly or make accelerated progress from their starting points in core subjects.
4	Pupil Premium children with multiple vulnerabilities e.g. SEND, means that they have more complex needs.
5	Speech, Language and Communication difficulties, impacting on oral literacy and phonic development, often linked back to the impact of COVID.
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
Reduction in levels of anxiety and improved emotional well-being & mental health for children experiencing difficulties.	<ul style="list-style-type: none"> • Identified children have had regular child mentor sessions and/or support from SENDCo to help them with managing their anxiety / SEMH issues. • Feedback from our Child Mentor, SENDCo, class teachers 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. (Child Mentor Register, CPOMS analysis) • Attendance is improving for these children. • Children are developing and using strategies to self-regulate. • Children engage fully and successfully in all aspects of school life.
Improved attendance of disadvantage pupils to be in line with school averages. The number of pupils, including disadvantaged pupils, who are identified as persistently absent is reducing.	<ul style="list-style-type: none"> • Analysis of attendance data shows improved attendance as a result of rigorous monitoring, swift intervention and a reduction in the number of persistently absent children. (CSAW Analysis) • Attendance for disadvantaged children is above national for this group of children.
Improved speech & language skills as a result of accurate identification and targeted intervention.	<ul style="list-style-type: none"> • Feedback from teachers and parents show improved speech, language and communication skills. • Pupils are meeting their targets and are discharged from our Speech & Language Therapist register or intervention groups as their skills improve. (Talk Therapy analysis)
The proportion of disadvantaged children passing the phonics screening by the end of KS1, is in line with non-pupil premium pupils and above national.	<ul style="list-style-type: none"> • Targeted phonics intervention is of high quality, staff are trained and confident in delivery. • Data analysis shows intended outcome has been achieved.
Raise attainment for disadvantaged children through targeting specific gaps in writing.	<ul style="list-style-type: none"> • Targeted intervention work (Pupil Progress meetings) is of a high quality, staff are trained and confident in the delivery. • EYFS, KS1 and KS2 writing outcomes for all pupils, including disadvantaged pupils, are above national. • Criterion referenced marking further raises expectations with regards to the technical aspects of writing, enabling gaps to be quickly closed.
Raise attainment for disadvantaged children through targeting specific fluency gaps in maths.	<ul style="list-style-type: none"> • Targeted intervention work is of a high quality, staff are trained and confident in the delivery.

	<ul style="list-style-type: none"> • EYFS, KS1 and KS2 maths outcomes for all pupils, including disadvantaged pupils, are above national. • Analysis of Fluency Trackers show gaps are quickly identified and closed. • WRM increases progress and attainment in maths reasoning and problem solving.
<p>Improved concentration, focus and resilience, through the development of good “Building Learning Power” skills.</p>	<ul style="list-style-type: none"> • Children and adults have a shared vocabulary to be able to talk about good learning behaviours. • Children are able to select BLP capacities to help them learn. • Children know themselves as learners and are able to apply BLP capacities successfully beyond the classroom environment.
<p>Disadvantaged pupils have the same opportunities as non-disadvantaged pupils including access to extra-curricular activities.</p>	<ul style="list-style-type: none"> • All children have full access to all trips, visits, residential and extra-curricular activities regardless of any financial barriers.

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: **£4,600**

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i> https://educationendowmentfoundation.org.uk/	Challenge number(s) addressed
<p>CPD for Teachers and Teaching Assistants: Phonics Training</p> <p>To continue to provide high quality phonics training to ensure all Teachers and TAs have the necessary linguistic knowledge and understanding to support phonics teaching and intervention.</p>	<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 skills and knowledge. 	3&4
<p>Staff CPD: Phonics Assessment</p> <p>To continue 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.</p>	<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
<p>Termly Reading & Writing “Clinics”</p> <p>To hold termly “Clinics” to provide individual support/CPD from English Subject leader (who is also our SENDCo), for staff in each year group. This provides staff with the opportunity to review specific aspect of English planning, resources, assessments, as well as discussing progress for individual children/small groups.</p>	<p>School Evidence:</p> <p>Feedback from teachers and TAs is extremely positive. By creating space and time for staff in each year group to hold focused conversations with the English Subject Leader, we are ensuring support and CPD is specifically targeted to staff needs and the needs of the children within each individual cohort.</p> <p>The English Subject Leader is able to provide on-going individual support and follow this up beyond these professional conversations e.g. team teaching, new resources, amend planning.</p>	3&4
<p>Staff CPD: Maths</p> <p>To provide staff CPD, in order to equip staff with the knowledge and skills needed to deliver effective, high-quality maths teaching, using the Mastery approach, supported by White Rose Maths.</p>	<ul style="list-style-type: none"> • Mastery Learning – high impact for very low cost based on limited evidence +5 <ul style="list-style-type: none"> ○ Carefully sequencing topics so that they gradually build on foundational knowledge ○ Flexibility for teachers on how long they need to spend on any particular topic 	3&4

<p>Introduction of Fluency sessions:</p> <ul style="list-style-type: none"> • KS1 number bonds, extending to x2,5,10. • KS2 – times tables. 	<ul style="list-style-type: none"> ○ Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next ○ Additional support for pupils that struggle to master topic areas 	
<p>Maths Subject Leader & DHT CPD: Maths Mastery (3-year programme)</p> <p><i>Second Year: Module 2 – Teaching for Mastery Development Programme via the ORIGINAL MATHS HUB</i></p> <p>Maths SL and DHT successfully access high quality CPD, to develop their maths mastery knowledge and understanding. As a result, SL & DHT plan and deliver focused CPD for all staff, ensuring high quality maths mastery teaching across the school.</p>	<ul style="list-style-type: none"> • Mastery Learning – high impact for very low cost based on limited evidence +5 <ul style="list-style-type: none"> ○ See above 	3&4
<p>Parent Workshops:</p> <p>Provide workshops for parents to support early reading, phonics and maths fluency.</p> <ul style="list-style-type: none"> • Reception: Early Reading & Phonics • Year 1: Phonics • Year 4: Multiplication Tables 	<ul style="list-style-type: none"> • Parental engagement – Moderate impact for very low cost based on extensive evidence +4 	3

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

Budgeted cost: **£27,320**

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i> https://educationendowmentfoundation.org.uk/	Challenge number(s) addressed
<p>Targeted small group and 1:1 intervention.</p> <ul style="list-style-type: none"> • Pupils, including identified vulnerable pupils, benefit from small group and 1:1 intervention to address specific gaps in learning in order to accelerate progress: 	<ul style="list-style-type: none"> • Small group tuition – moderate impact for low cost based on moderate evidence +4 • Teaching Assistant Interventions – moderate impact for moderate cost based on moderate evidence +4 • Reading Comprehension Strategies +6 	3&4

<ul style="list-style-type: none"> ○ Reading ○ Writing ○ Maths 		
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 • One to one tuition – high impact for moderate cost based on moderate evidence. <p>Small group and 1:1 intervention will be used to address phonics gaps and further accelerate 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 Years 1 & 2. 	<ul style="list-style-type: none"> • Oral language interventions – very high impact for very low cost based on extensive evidence +6 <p>School Evidence: Increased number of children with Speech & Language difficulties. (Linked to periods of National lockdown due to COVID-19.)</p>	5
Language/Oral intervention (EYFS): <ul style="list-style-type: none"> • Targeted small group intervention to develop children’s oral language e.g. Concept Cat, 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
School-Led Tutoring Programme: <ul style="list-style-type: none"> • 50% school contribution 	<p>Refer to DFE: National Tutoring Programme: guidance for schools.</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: £23,200

Activity	Evidence that supports this approach <i>Refer: Teaching and Learning Toolkit – Education Endowment Foundation</i> https://educationendowmentfoundation.org.uk/	Challenge number(s) addressed
Attendance tracking of all pupil premium children, supported by CSAW to implement intervention plans when necessary and secure the best possible levels of attendance: <ul style="list-style-type: none"> • Daily attendance tracking by HT and office staff. • Half termly meetings with CSAW to track the 	<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

<p>attendance of all children, including our PP group.</p> <ul style="list-style-type: none"> • CSAW contacted to follow up absence of child for swift intervention / support. • Attendance Review meetings scheduled to write or review Attendance Management Plans to identify barriers, set high expectations and provide support. • Legal advice provided, including issuing of penalty warning letters / penalty notices and advice on non-attendance. • Increase the attendance of children with a range of SEMH issues, including anxiety, through involvement of SENDCo in attendance meetings. 		
<p>Mental Health & Well-Being:</p> <p>SENCo 1:1 Support</p> <ul style="list-style-type: none"> • Personalised support plan for children with high levels of anxiety. • 1:1 support, in school, for children and families. <p>Child Mentor 1:1 support</p> <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/Carers and other agencies (where applicable). 	<p>Social and emotional learning – moderate impact for very low cost based on very limited evidence +4</p> <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. • Positive impact on attendance. 	1
<p>SENTAA: Assessment of and support for any PP child whose progress is causing concern or has multiple vulnerabilities.</p> <ul style="list-style-type: none"> • 1:1 assessment of need and support with intervention planning. • Evidence provided for EHCP applications. • Support and assessments provided for Annual Reviews. • Signposting for further support & assessment e.g. 	<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. • Timely and accurate assessments ensure provision can be quickly identified and implemented. 	4

Speech & Language, Autism, ADHD.		
Educational Psychology Package: <ul style="list-style-type: none"> • Termly planning meetings with Educational Psychologist and SENCo to support children with anxiety, SEMH concerns. 	School Evidence: <ul style="list-style-type: none"> • Working in partnership ensures we are seeking specialist support for our vulnerable children, in order to accurately identify need and the appropriate support. • Previous training and support from the Educational Psychology Team has been high quality. 	1&4
Promotion and development of Building Learning Power as part of our day to day work in order to: <ul style="list-style-type: none"> • Develop children's good learning habits • Encourage children to know themselves well as learners • Prepare children to be lifelong successful learners 	Metacognition and self-regulation +7 <ul style="list-style-type: none"> • Explicit teaching of metacognition strategies (BLP capacities) • Teachers modelling their own thinking to demonstrate metacognitive strategies • Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome difficulties. 	6
Equality of Opportunity: financial support <ul style="list-style-type: none"> • Trips & Visits e.g. residential • Extra-curricular activities e.g. music lessons • All sports clubs both at lunchtime and after school are fully funded. 	School Evidence: <p>All children have equality of opportunity, regardless of their socio-economic background.</p>	1

Total budgeted cost: £55,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/23 Intended Outcomes linked to our 2022/23 Pupil Premium Strategy:

1. The number of pupils, including disadvantaged pupils, who pass the phonics screening in Y1 and Y2 is in line with previous results and above national.

Phonics	Year 1 Results 2022 / 2023	Year 2 Results 2022 / 2023
All Pupils achieving the phonics standards	82% (Nat 76%) 87% (Nat 79%)	89% (Nat 87%) 92% (Nat 89%)
Non-Pupil Premium achieving the phonics standards	83% (Nat 80%) 89% (Nat 83%)	91% 90%
Pupil Premium achieving the phonics standard	80% (4/5 children) (Nat 62%) 66% (2/3 children) (Nat 67%)	80% (4/5 children) 100% (4/4 children)

2. Reading outcomes for all pupils, including disadvantaged pupils are in line with previous school results and above national.

EYFS: Word Reading 80% All Pupils, Non-Pupil Premium 83%, Pupil Premium 67% (4/6 children)

Reading	KS1 Results 2022 / 2023	KS2 Results 2022 / 2023
All Pupils Expected	68% (Nat 67%) 76% (Nat 68%)	85% (Nat 74%) 93% (Nat 73%)
All Pupils Greater Depth	29% (Nat 18%) 24% (Nat 19%)	46% (Nat 28%) 41% (Nat 29%)
Non-Pupil Premium Expected	74% (Nat 72%) 76% (Nat 73%)	84% (Nat 80%) 100% (Nat 78%)
Non-Pupil Premium Greater Depth	35% 24%	53% 43%
Pupil Premium Expected	40% (2/5 children) (Nat 51%) 75% (3/4 children) (Nat 51%)	86% (6/7 children) (Nat 62%) 50% (2/4 children) (Nat 60%) NB: 2 PP children with EHCPs
Pupil Premium Greater Depth	0% (0/5 children) 25% (1/4 children)	29% (2/7 children) 25% (1/4 children)

3. Maths outcomes for all pupils, including disadvantaged pupils are in line with previous school results and above national.

EYFS: Number 87% All Pupils, Non-Pupil Premium 88%, Pupil Premium 83% (5/6 children)

Maths	KS1 Results 2022 / 2023	KS2 Results 2022 / 2023
All Pupils Expected	79% (Nat 68%) 76% (Nat 70%)	58% (Nat 71%) 74% (Nat 73%)
All Pupils Greater Depth	21% (Nat 15%) 20% (Nat 16%)	15% (Nat 22%) 22% (Nat 24%)
Non-Pupil Premium Expected	83% 76%	74% (Nat 78%) 87% (Nat 79%)
Non-Pupil Premium Greater Depth	26% 24%	21% 26%
Pupil Premium Expected	60% (3/5 children) 75% (3/4 children)	29% (2/7 children) (Nat 56%) 0% (0/4 children) (Nat 59%) NB: 2 PP children with EHCPs
Pupil Premium Greater Depth	0% (0/5 children) 0% (0/4 children)	0% (0/7 children) 0% (0/4 children)

4. Speech & Language and Communication

Analysis and feedback shows the intended outcome was successfully met. In summary:

Data as at July 23:

- 12 children currently receiving 1:1 intervention from Talk Therapy, 3/12 are Pupil Premium.
- 9 children currently on Talk Therapy's monitoring list, 3/9 are Pupil Premium.
- 3 children were discharged from Talk Therapy in May 23, 2/3 are Pupil Premium.

- Individual records show good progress being made against targets set.
- Feedback from Parents/Carers is extremely positive and they very much appreciate school funding this intervention.

5. Attendance

Detailed analysis of data and information held in school shows the intended outcome was successfully met. In summary:

- Percentage attendance for 2022/23
 - All children 94.38% (167 children Y1 to Y6)
 - Pupil Premium children 92.06% (26 children, a number of whom identified with multiple vulnerabilities)
 - Non-Pupil Premium 94.81% (141 children)
- Persistent Absentees for 2022/23
 - All children 12% (20/167 children)
 - Pupil Premium 23.1% (6/26 children, 4 of whom had improving attendance as a result of detailed tracking, monitoring, support and intervention)
 - Non-Pupil Premium 9.9% (14/141 children)

6. Mental Health & Wellbeing

Analysis of Child Mentor records shows the intended outcome was successfully met.

- Child Mentor Support as at July 2023: 26 children, 7/26 Pupil Premium children.
- 4 additional Pupil Premium children received support from September 22 and had been taken off the register at various points during the year as a result of their presenting issues being ameliorated or settled.
- There were a number of challenges for this cohort, including anxiety, emotional fragility, lack of self-confidence and issues with family and friendships.
- Supporting this group has involved the Child Mentor working closely with class teachers, SENCo, DSLs and lunchtime supervisors. Mindful of the importance of a transparent and cohesive approach, it has also often involved considerable liaison with families and external agencies.
- Key aims were to increase children's confidence and sense of identity and self-worth. This has been delivered through support and mentoring interventions that target social and emotional development, improving interaction with others, as well as helping with the self-management of emotions. A number of these children were identified as struggling with resilience, flexibility and taking risks with their work, and also with challenges around the ability to self-regulate. Following mentoring support, they have reported increased confidence and a growing ability to persevere in the face of difficulties. They have been supported to maximise the effectiveness and impact of mindfulness and gestalt somatic approaches such as body scans, intention-setting, box-breath focusing, visualisation and present-moment meditation.
- Of the Pupil Premium children remaining on the register, 4 are supported weekly or fortnightly, and the remaining 3 are supported on a monthly basis or more frequently if required. Often these are children who have received weekly support in the past and whose presenting issues are now moving towards being more comprehensively resolved. Class teachers offer regular feedback and have reported a noticeable improvement in confidence, flexibility, perseverance and engagement

7. Financial support

- All children have had full access to all trips, visits, residential and extra-curricular activities regardless of any financial barriers.

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:

How our service pupil premium allocation was spent last academic year	N/A
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.