

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	The Fosse Federation of Schools
Number of pupils in school	173 + 52 = <b>225</b>
Proportion (%) of pupil premium eligible pupils	(44 chd) 25% + 17% (9 chd)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2023, 2022 – 2023, 2023 - 2024
Date this statement was published	05.10.21
Date on which it will be reviewed	01.10.21
Statement authorised by	Chair of Governors – Mr Tony Dalby Welsh
Pupil premium lead	Headteacher – Mrs Norma Anselm
Governor	Nominated Safeguarding Governor – Mrs Daphne Roach

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on 44 + 9 pupils after BUF1	Original Allocation <del>£51110.00 + £13450.00</del> <b>£64,560.00</b> After BUF1 £55360.00 + £8380.00 <b>£63,740.00</b>
Recovery premium funding allocation this academic year	£5,945.00 + £2,000.00 = <b>£7,945</b>

Pupil premium funding carried forward from previous years	£29,499.00 + £12,875.00 <b>£42,374</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,318.00 + £7,945.00 = <b>£114,263.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium strategy plan includes pupils recorded in the January 2021 school census who are known to have been eligible for FSM since May 2014, as well as those first known to be eligible at January 2021. It will also include pupils who were looked after and service children at that time.

Taken from the report 'Unknown children – destined for disadvantage':

'Disadvantage is a complex issue. It can affect children from birth and, left unchecked and unchallenged, can impact negatively on every aspect of a child's life. Poverty is often the driving force, influencing the quality of parenting and home environment that children experience, which in turn shapes their outlook on life. As such, disadvantage can have a long-term grip on families and communities, holding them back generation after generation. Ensuring that the **home, health and educational experiences** of the youngest children are of the highest quality provides opportunities to reverse this long-term cycle of deprivation.'

At The Fosse Federation of Schools, we provide a good quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English as well as in other areas of their education. We are also aware of the pressures, which children from service families are under and seek to provide the best-tailored support for these children also so that they can continue to thrive.

Below explains in greater detail the areas which the schools have selected to target and includes emotional support, family learning support, behaviour support as well as other tangible and practical measures such as school uniform subsidy and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The federation will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes and school core values.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Implications relating to the COVID-19 Pandemic</p> <ul style="list-style-type: none"> <li>• Implementing the new approaches in the midst of routines that are already embedded within the school.</li> <li>• The opportunity to attend school without interruption and with consistency due to further COVID restrictions and guidance.</li> <li>• Full attendance for individual children due to medical issues and the nervousness of individual families.</li> <li>• Vulnerable families are more vulnerable and the inequality of opportunity has increased – impact of local redundancy and job losses.</li> <li>• Change will not be sustainable due to the workforce within school becoming sick or following guidance.</li> <li>• A lack of shared understanding across the teaching and learning team leading to an inconsistent approach.</li> </ul>
2	Language skills affected by a lack of basic experiences, in line with their peers
3	Application of calculation skills to reasoning and problem solving
4	Low self-esteem and motivation to learn
5	Lower engagement of family support for basic skills
6	Poor home learning environment, range of circumstances supported by social services

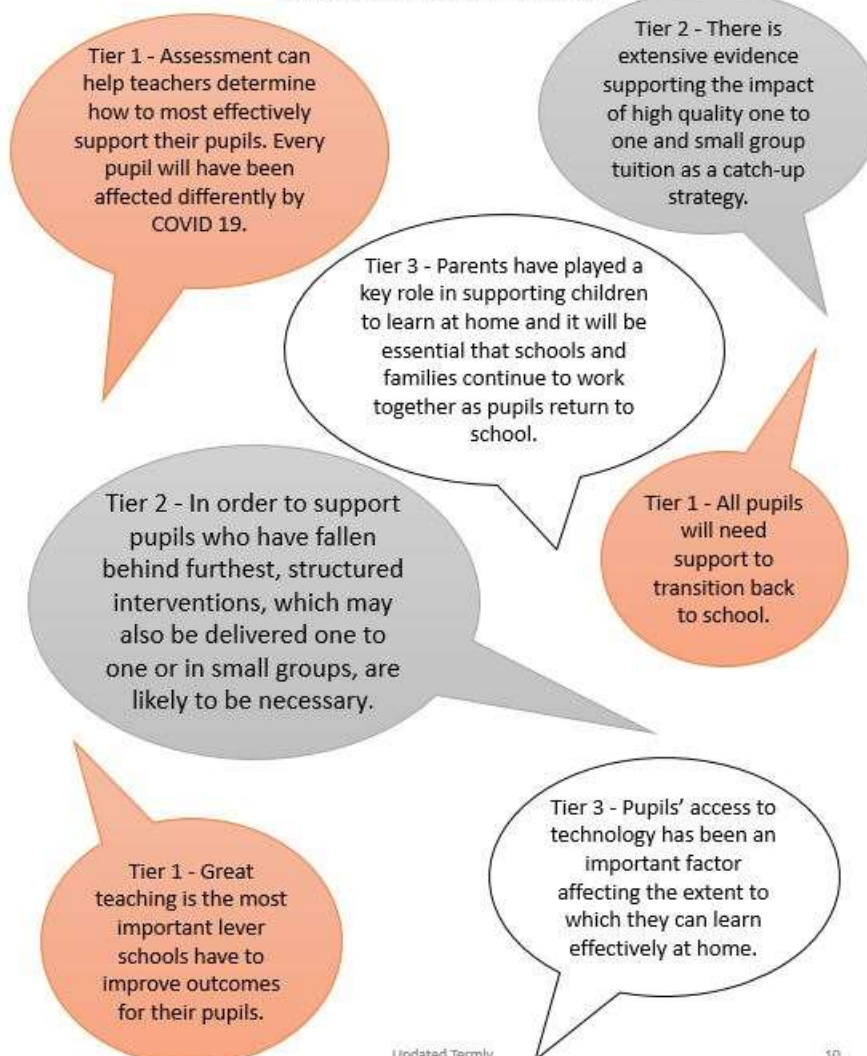
## Intended outcomes

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
All children to engage in experiences often assumed to take place in the home.	Experiences will be on a par with their peers and matched as closely as possible. My Concern is used by all staff to record any safeguarding concerns including CP and Behaviour.
Application of phonic knowledge to read across the curriculum and for pleasure	Story language increases. Greater parity in comprehension and word reading attainment. Pupils' access reading more readily.
Application of calculation skills to reasoning and problem solving in maths	INSPIRE Maths supports a planned cyclical approach. Times Tables Rock Stars used with confidence and tables are improving.
Children will live and breathe a 'growth mindset' instilled within school through the Relationship Policy.	Children will use positive language to describe themselves and say some things that they are good at, supported with reasons. Free-flow lunches.

	Relationship Policy is agreed by the Governing Body.
Parents are more confident in supporting their child's learning at home.	Parent Play Day with OPAL. Blended Learning Policy is used where necessary. Mathematics and Spelling Shed support families alongside Tapestry, Google Classroom, Go Bubble, 60 Wonders and all work completed at home.
Improved communication between school and families with tailored support to access resources and information, based on individual need.	Families will participate more in their child's learning in a range of ways. Reconnect after Lockdowns to create a stronger sense of purpose. Parentmail is used with confidence. Children will build strong relationships and develop a rich expressive language in line with their peers.

### Education Endowment Fund (EEF) Research and Evidence



Updated Termly

10

## 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.

### Supporting the Whole Child - Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,516.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a <b>seventh class</b> at Evercreech and employ <b>additional LSA</b> time at Lovington - to continue to have quality teaching to support quality learning for all children – <b>Quality First Teaching</b> .	Part of the Recovery Plan. Part of COVID-19 Pandemic response to allow pupils, staff and families feel safe and confident. <b>My Concern updates</b> for staff. <b>Effective Learning and Behaviour Project</b> – EEF. Pupils reach ARE/Threshold – on-going teacher assessments. Self Esteem and confidence are built Attendance will be high – 96%. Supporting the attainment of disadvantaged learners. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF).	1,2,3,4,5
Additional LSA time for all pupils at risk of underperforming or falling behind in <b>reading/phonics</b> Daily Reading Recovery (Rapid Read and <b>ILI Training, NELI</b> , Letters and Sounds) Whole Class approach to daily <b>phonics</b> – purchase new books	Reading at home is as frequent as we would like. Pupils reach ARE/Threshold – on-going teacher assessments. ADPR used with confidence and monitored. Self Esteem and confidence are built. Increased reading fluency. Spelling Shed, Mrs Wordsmith. Phonics - EEF+4 Vocabulary - EEF+5 EEF+6	1,2,4
Maintain exciting <b>reading</b> places and times including the 100 books Develop a rich <b>reading</b> environment	Develop reading for pleasure and access books they wouldn't usually be able to enjoy. Story language increases Greater parity in comprehension and word reading attainment Pupils access reading more readily	1,2,3

Purchase additional <b>reading material.</b>	Phonics books for EYFS updated Spelling Shed Reading for Pleasure/Fluency - EEF+6	
Additional LSA time to support Mastery <b>Maths</b> – purchase books and <b>Adviser time</b>	Daily Maths in smaller year groups accessing <b>INSPIRE Maths</b> – greater expectation, <b>NCETM</b> . Positive attitude towards Maths Greater expectation leads to improved outcomes – Mastery achieved. Times Table Rock stars. <b>Mathsknowhow</b> support.	1,3,4
1:1 focussed/individualised <b>maths</b> programme	Pupils are better supported in specific areas of Maths. ADPR used with confidence and monitored. Self-esteem and confidence grow.	1,3,4

### Supporting the Whole Child - Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,516.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Family engagement</b> Families, communities and school have greater engagement and involvement through the use of Tapestry, Google Classroom, Class Dojo (ipad update) and parental workshops.	Families have access to a range of experiences with their children in school and beyond when allowed – including <b>OPAL</b> . Pupils receive immediate feedback developing self-esteem and a 'growth mindset' – <b>SCARF</b> training. <b>Effective Learning and Behaviour Project</b> – EEF. DFE Understanding progress 2021. Active engagement achieved through the use of Tapestry. Attendance will be high – 96%.	1,5,6
Additional LSA time for all pupils at risk of underperforming or falling behind in <b>reading/phonics</b> Daily Reading Recovery (Rapid Read and <b>ILI Training, NELI</b> )	Reading at home is as frequent as we would like. Pupils reach ARE/Threshold – on-going teacher assessments. ADPR used with confidence and monitored. Self Esteem and confidence are built. Increased reading fluency. NELI, Spelling Shed, Mrs Wordsmith, Miss Wordsmith. Phonics - EEF+4	1,2,4

Whole Class approach to daily <b>phonics</b> – purchase new books	Vocabulary - EEF+5 EEF+6	
<b>Child Champion Advocates</b> with Teachers create individual class plans (see separate Class Plans)	Pupils are better supported in specific areas through quick identification of barriers and monitoring – includes <b>MY Concern</b> and <b>TEAM TEACH training</b> . There is improved communication between school and families. Pupils engage with experiences and have a growth mindset including improved attendance. Metacognition, Self-Regulation, Social and Emotional Learning – EEF+4 & +7	1,2,3,4
Promoting <b>health and well being</b> <b>ELSA</b> , Pupil Champion and Safeguarding training, hours of employment, release time for meetings	Improve confidence and self-esteem through conversational skill development, promotion of a positive learning environment. Reduce barriers to improving attainment including calmer behaviour being observed. Number of pupils developing social skills. Pupils are better equipped and supported to control their behaviour	1,4
<b>Effective Learning and Behaviour Project</b> – EEF. Nominated Teacher Lead.	Explore the rich and diverse evidence base gathered in the EEF guidance reports; Improving Behaviour, Metacognition and Self-Regulation, Special Educational Needs in Mainstream Schools, Working with Parents, and Social and Emotional Learning. The Nominated Training Lead will be the main point of contact for the Effective Learning Behaviours programme from your school. <b>Session 1</b> <ul style="list-style-type: none"> <li>• Reflecting on current practices</li> <li>• Effective Learning Behaviours - developing a shared language</li> <li>• Culture of Learning behaviours in your school</li> </ul> <b>Session 2</b> <ul style="list-style-type: none"> <li>• Improving Behaviour</li> </ul> <b>Session 3</b> <ul style="list-style-type: none"> <li>• Social and Emotional Learning</li> <li>• SEND in Mainstream schools.</li> </ul> <b>Session 4</b> <ul style="list-style-type: none"> <li>• Metacognition and Self-Regulated Learning.</li> <li>• Working with parents to support children's learning.</li> </ul> <b>Session 5</b>	1,2,3,4,5,6



	<ul style="list-style-type: none"> <li>• Matching key priorities with active ingredients.</li> <li>• Employing a SAFE Curriculum for SEL and Behaviour</li> <li>• Planning implementation.</li> </ul>	
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## Supporting the Whole Child - Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,266.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Community Links/Quality Interactions</b> Links are forged with local groups and people. Old People's Homes is virtually visited by the children eg weekly activities, Nativity, singing, Easter etc</p>	<p>Children access basic childhood experiences which have been assumed are happening at home. Pupils want to be included and aspiration and engagement are raised. <b>ARTSMARK</b> Children demonstrate better life skills, are happier and ready for learning. Children talk positively about their experiences. Attendance will be high – 96%.</p>	1,4
<p><b>Trips, visits and activities</b> All pupils have equal access to each opportunity offered eg sports, class trips, residential trips etc either free of charge or at a subsidised cost.</p>	<p>Children access basic childhood experiences which have been assumed are happening at home. Pupil vocabulary and language is enriched as they experience more. Pupils want to be included and aspiration and engagement are raised. SDP review shows trips and visits for each class/pupil. Attendance rates increase – 96% The number of pupils gaining new skills and are motivated increase in school due to being able to take part.</p>	1,4
<p><b>Personal Allocation</b> Monies available to support children in their family choices eg Clubs, Breakfast and After School Club etc</p>	<p>Equal access to all families The range of opportunities are increased Wider group of families access provision for their children</p>	1,4
<p><b>Outdoor Play and Learning (OPAL)</b> Ongoing audit – cultural and environmental conditions, which affect play.</p>	<p>Strategically and sustainably improve play in the long term as 20% of time is in play. Contribute to physical and emotional health, well-being and enjoyment of school. Parents participate in Play Day. Mentoring from <b>OPAL</b>.</p>	1,4,6

Use Play Policy and Values to improve play in the long term.	Rates of attendance improve. Children demonstrate better life skills, are happier and ready for learning Children talk positively about their experiences. Attainment improves. Murray & O'Brien, 2005.	
<b>Breakfast and After School Club</b> Children are offered and/or invited so that they are ready and alert for learning	Provision of basic nutrition required for learning. Support for those returning to work or education. Pupils are in school and ready to learn. Attainment improves.	1,4,6
<b>Uniform Provision</b> Individual provision for those most in need	Promote a sense of well-being and belonging Barriers are removed and children feel safe Number of pupils receiving school uniform increases and pupils feel valued and motivated to engage	1,4
<b>Additional Lunchtime Sports Coach and Extra Curricular Activity</b> Work with targeted children on coping with challenge Positive adult role model	Vulnerable learners are seen as leaders and role models showing increased confidence and self-esteem. Motivation to support others in school.	1,4,6

**Total budgeted cost: £86,299.15**

**Remaining budget to be allocated: £27,963.85**

## 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.

#### OUTCOMES 2020 – 2021

Our Tracker demonstrates specific areas of focus and particular resources/programmes used term by term for individual children. This is the culmination of the tracking of progress across the year.

Class	Number Disadvantaged (PPF)	Making Progress		Making Progress	
		Number FSM/PPF	% FSM/PPF	Number Disadvantaged	% Disadvantaged
Acorns	25	N/A	N/A	24	96%
Holly	13 (7)	7	100%	13	100%
Cherry	10 (8)	8	100%	19	100%
Mulberry	9 (7)	7	100%	9	100%
Sycamore	9 (6)	6	100%	9	89%
Willow	8 (3)	3	100%	8	100%
Pine	14 (6)	6	100%	14	100%
Oak	13 (5)	5	92%	13	80%
Pippin	11 (4)	4	50%	11	82%
Russet	8 (2)	2	100%	8	100%
<b>TOTALS</b>	<b>87 (48)</b>	<b>48</b>	<b>94%</b>	<b>87</b>	<b>95%</b>

### 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
Outdoor Play and Learning - OPAL	£10,000.00
Artsmark	£2,000.00
NCETM	£0.00

## 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?	Books to support the child prior to family member going abroad on a mission for 3 months Class Teacher received CPD offer from the Services. Lovington - 1
What was the impact of that spending on service pupil premium eligible pupils?	The child and family member felt supported by the school. Other measures meant that the family member was able to participate in school activities.

## Further information (optional)

Please see EEF Teaching and Learning Tool kit attached for the cost, evidence base strength and impact.

Focus on

- Collaborative Learning
- Digital Technology
- Early Years Interventions – NELI
- Feedback
- Metacognition and self-regulation
- One to One Tuition
- Reading Comprehension Strategies
- Social and Emotional Learning

During the academic year 2021 – 2022 the Federation will be part of The Effective Learning Behaviours Project run by the West Somerset Research School.