



Pupil Premium Strategy Plan and Review

2022-2023

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
Sir Alexander Fleming Primary School
Number of pupils in school: 367
Proportion (%) of pupil premium eligible pupils: 61%
Academic year/years that our current pupil premium strategy plan covers 2022-2023
Date this statement was published: 31 st December 2022
Date on which it will be reviewed: September 2023
Statement authorised by Katy Tomlinson (Headteacher)
Pupil premium lead: Katy Tomlinson
Governor Lead: Matt Downes-Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,490
Recovery premium funding allocation this academic year	£35,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

At Sir Alexander Fleming Primary School, we have nearly triple the national average of children entitled to Pupil Premium Funding. PPG funding is based on the concept that deprivation consists of more than just poverty; while poverty is related to not having enough money to survive, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to reduce the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all children receive quality first teaching every lesson
- Closing the attainment gap between disadvantaged pupils and their peers in reading, writing and maths.
- Providing targeted academic, and social and emotional support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
1	Coupled vulnerability: SEND/behaviour and mental health needs (including attachment and trauma) is an ongoing issue, with no recognised pathway of support for the majority of our PPG eligible pupils.

2	Mobility from other settings: pupils who join from other settings are often eligible for PPG and working below ARE, in addition, a significant number of these pupils are also involved with multi-agency services (safeguarding cause for concern, poor attendance, strengthening families etc.)
3	Pupils entitled to PPG are affected by socio economic factors that impact on their life experiences and ability to access resources, support and opportunities that their non-PPG peers have access to.
4	Significant number of children who are entitled to PPG also have issues with attendance and punctuality.
5	Impact of COVID on academic outcomes and emotional health and wellbeing: Following the outbreak of COVID 19, and the ongoing implications, staff recognise that there are elements of the curriculum that have not been taught by a class teacher, within the classroom. It is recognised that not all children will have had the same access to home learning, nor will the concepts have been delivered offering the same breadth or depth to all pupils, throughout the last academic year. Evidence suggests that children from disadvantaged backgrounds are more likely to have been adversely affected by school disruptions, due to a variety of socio economic and environmental factors e.g. lack of internet, overcrowded housing, parental engagement, financial constraints, ACEs etc. Now all children are back in school, gaps in learning are clearly identified but unfortunately disruptions to classroom provision are ongoing. Addressing these must be a key priority

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
<p><u>CURRICULUM STANDARDS</u></p> <p>Improve standards in reading, writing and maths so that progress and attainment is at least in line with national outcomes.</p>	<ul style="list-style-type: none"> • Accelerate pupil progress in R, W & M in Y2 and Y6, in order to close the gap in attainment for SEN & PPG children, compared to national at least 50% of PPG are achieving ARE. • At least 10% of pupils entitled to PPG achieve GDS for reading, writing and maths across school • All children have access to a broad and balanced curriculum • Daily maths intervention / arithmetic starter - focus on fluency and number facts • Using tuition sessions (NTP) to target pupils identified as needing to make accelerated progress (Y1-phonics, Y2-writing, Y5-writing Y6-writing) • Reading fluency interventions take place daily • Talk Boost / NELI

Review

Internal data information

1. Current Attainment for Disadvantaged Children							
Internal data from July 2022							
	Reception 23 chn	Year 1 34 chn	Year 2 22 chn	Year 3 33 chn	Year 4 35 chn	Year 5 34 chn	Year 6 34 chn
% achieving ARE or above in reading	75%	53%	54%	52%	60%	67%	59%
% achieving ARE or above in writing	65%	53%	50%	39%	37%	58%	47%
% achieving ARE or above in maths	74%	53%	68%	52%	51%	62%	55%
% achieving GD in reading							
% achieving GD in reading	0%	12%	18%	7%	20%	17%	9%
% achieving GD in writing							
% achieving GD in writing	0%	0%	14%	3%	8%	9%	0%
% achieving GD in maths							
% achieving GD in maths	0%	9%	18%	16%	17%	18%	0%

EYFS

% of pupils reaching Good Level of Development at the end of EYFS	Disadvantaged pupils at SAF (23)	Non-Disadvantaged pupils at SAF (20)	Difference
	61%	60%	+1%
	9chn did not achieve GLD	6chn did not achieve GLD	

Key Stage One - Year 1 Phonics

% of pupils achieving the required standard in the Phonics screening at Year 1	Disadvantaged pupils at SAF (34)	Non-Disadvantaged pupils at SAF (17)	Difference
	65%	100%	-35%

Key Stage One – Year 2 Data

% of pupils reaching the expected standard in ...	Reading			Writing			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	54%	69%	-15	50%	61%	-11	68%	72%	-4

Key Stage Two – Year 6 Data

% of pupils reaching the expected standard in ...	Reading			Writing			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	59%	73%	-14	47%	71%	-24	55%	73%	-18

Year 2

When comparing the Key Stage 1 disadvantaged pupils to the National benchmark for other pupils nationally, our

disadvantaged pupils did not achieve as well as non-disadvantaged children nationally, however there has been an improvement from 2022. Reading has improved by 4%, writing has improved by 5% and maths has improved by 15%.

In all reported subjects, they did not exceed the 2022 national percentages. This means that the disadvantaged pupils leaving KS1 are performing below that of their non-disadvantaged peers across the curriculum.

		Reading					Writing					Maths				
Year 2	No.	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track
DA All	22	14	32	36	18	54	9	41	36	14	50	9	23	50	18	68
DA BOYS	11	9	55	36	0	36	18	55	27	0	27	9	27	55	9	64
DA GIRLS	11	18	9	36	36	72	0	27	46	27	73	9	18	45	27	72

When comparing our Disadvantaged pupils against the National benchmark for other pupils nationally, there is a significant gap for writing, reading and maths compared to 2022.

The percentage of children achieving Greater Depth has increased to be inline with National Expectations and has exceeded our expectation of 10% disadvantaged pupils in reading, writing and maths

Year 6

When comparing the Year 6 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils achieved below non-disadvantaged children nationally.

		Reading					Writing					Maths				
Year 6	No.	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track
DA All	34	12	29	50	9	59	12	41	47	0	47	9	36	55	0	55
Non-DA ALL	25	8	40	40	12	52	8	32	60	0	60	8	40	48	4	52
DA BOYS	17	0	29	59	12	71	0	53	47	0	47	0	44	56	0	56
DA GIRLS	17	24	29	41	6	47	24	29	47	0	47	18	29	53	0	53

This means that the disadvantaged pupils leaving KS2 are not performing inline with their non-disadvantaged peers nationally in reading, writing or maths, however the table shows that the disadvantaged learners and non-disadvantaged learners at Sir Alexander Fleming Primary School were broadly inline for reading and maths.

NURTURE BASED PROVISION

Embed a nurture-based provision for children primarily with attachment and trauma related issues, in EYFS, KS1 and KS2

- Children display improved social and emotional skills
- Children demonstrate improved resilience
- Reduction in challenging behaviours and pupil exclusion (CPOMS evidence) and exclusion data
- Children become more confident, trusting adults more
- Improved attendance - attendance at 96% or above and reduced number of PAs

Review

Embedded a nurture-based provision for children primarily with attachment and trauma related issues / SEND needs in EYFS and KS1. The children demonstrate an improved resilience and reintegrate back into class with their peers for 0.5 of a day. The increased pastoral support with a dedicated inclusion support assistant who leads 1:1 and small group interventions such as drawing and talking, anger in my tummy etc. We also have a dedicated ELSA who delivers interventions in the afternoons. The Hive, is our newest provision for SEND learners which focuses on their academic needs. We have nominated by NASEN as the Primary Provision of the Year.



There has been a reduction in significant challenging behaviours this year and our pupil suspension data shows a decrease. In the Autumn term, we had 19.5 days lost to suspensions with 3 children. We gained support from the Exclusion Hotline, BSAT and FAP, which allowed us to access part-time places at the Linden Centre for 2 children. Following this 12-week placement and funding a 1:1 in school we were able to successfully integrate the children back into school. In the

	2021-2022	2022-2023
Sessions lost	53 days 106 sessions	33 days 66 sessions
Children	16 (15 boys, 1 girl)	5 (4 boys, 1 girl)
Incidents	23	16
Perm Ex	0	0

Autumn term, we had 8.5 days lost to suspension and in the Summer term we had 5 days lost to suspension. We use suspension as a last resort and these were used for: Persistent Disruptive Behaviour, Physical Assault against adults and children.

We will continue to improve this in the next academic year.

Our Attendance is to be celebrated. At the time of writing this report we are sitting at 96.23% which is the 3rd highest in Telford and Wrekin and our Persistent Absence is at: 7.69% which is a significant reduction from 2022.

MAINTAIN HIVE PROVISION

Ensure children working well below ARE have access to a curriculum designed to support and challenge individual learning needs

- Improved academic outcomes - more pupils achieving and being successful
- Accelerated progress for SEN + PPG children
- Children demonstrate improved resilience and confidence when working independently
- Reduction in challenging behaviours and pupil exclusions
- Improved attendance - attendance at 96% or above and reduced number of Pas.

Review



The Hive, is our newest provision for SEND learners which focuses on their academic needs. We have identified the children attending the Hive on their outcomes. Although children are still working significantly below their peers they are accessing a bespoke curriculum that is designed to support and challenge their individual learning needs.

The Hive focuses on reading, writing, maths, basic skills.

Children who are accessing The Hive are demonstrating improved resilience and confidence when working independently and when returning to their class.

The Hive has played a part in the reduction in challenging behaviours and pupil exclusions (data above)

EYFS TO YEAR 3 TRANSITION

Support the transition of EYFS pupils to Year 1 and to Year 2 by deploying additional staff members to support a reduced child: pupil ratio, improving the physical environment and increasing CPD opportunities for staff.

- Educational early years experiences that continue to prepare children for KS1 and academic success
- More children leaving Year 1, from a low baseline, achieving ARE for reading, writing and maths
- Enquiry based learning approaches, so that children experience collaborative learning and can work independently
- Develop speaking and listening skills using NELI / Talk Boost
- Consistent approach to the teaching of phonics using a systematic programme (Jolly Phonics) -at least 75% of pupils passing the PSC
- Children access nurture group/pastoral interventions to support social and emotional, mental health and wellbeing

Review

Moving from KS1 to Year 3 can sometimes be a very difficult time for our children and this can be shown through dysregulation. Our suspension data shown previously highlights how this affected our children in 2022. Our EYFS and KS1 data this year has shown a significant improvement in GLD, Phonics and KS1 SATS. Our educational experiences and cultural capital offer prepares our children for life experiences and academic success. More children are leaving Year 2, having achieved ARE for reading, writing and maths and those that did not will be monitored through pupil progress reviews in September 2023.

In EYFS and Year 1, we adopt an enquiry based learning approach, so that children experience collaborative learning and can work independently. We have continued to develop speaking and listening skills using NELI / Talk Boost in EYFS.

Our consistent approach to the teaching of phonics using our new systematic programme (Jolly Phonics) has ensured that at least 76% of pupils passed the PSC by June 2023.

Children are accessing nurture group/pastoral interventions to support social and emotional, mental health and wellbeing – these are monitored and assessed using profile scoring.

We have already looked at the children moving from KS1 to Year 3 for September 2023 and put in place provisions in The Hive, The Den (our new improved KS2 Nurture) and behaviour mentoring systems; we have highlighted which children may find this transition difficult.

INCLUSION TEAM

Continue the work of the inclusion team to support attendance, pupil wellbeing, positive mental health and social and emotional wellbeing.

- Children displaying improved social and emotional skills
- Children demonstrate improved resilience
- Reduction in challenging behaviours and exclusion
- Children becoming more confident, trusting adults more
- Outdoor learning for all children Y2 to Y6.
- Identified pupils continue to access: trailblazers, ELSA support and other pastoral interventions such as: CBT, Lego therapy, draw and talk etc.
- Improved attendance - attendance at 96% or above
- Reduce PAs
- EWO to target previous PA chn and parents to maintain good attendance (increased numbers of EHAs)

Review

All of the actions highlighted above have been reviewed through other areas in this evaluation. We will focus on our Outdoor Learning Provision and the affect this has had on attendance, pupil wellbeing, positive mental health and social and emotional wellbeing.

Here at Sir Alexander Fleming Primary School, we are very enthusiastic about getting out and about in the great outdoors. The recent developments to our school garden, "The Allotment", and the ongoing growth of our outdoor learning area, "The Hazels", has meant we are now able to offer regular adventures outside to all children from Year 2 to Year 6. This complements the established, excellent Forest School sessions that the younger children already enjoy. It is wonderful to be able to now offer this to all the children at our school.

The outdoor provision is growing from strength to strength, and we are thrilled with the positive impact it is having on the children. There is a strong and growing bank of evidence highlighting the importance of experiencing and utilising the natural world in school on a regular basis. It consistently shows the positive impact it has such as:

- increased physical activity
- improved mental and emotional wellbeing
- providing purposeful opportunities to strengthen social skills
- improved focus, motivation and self- confidence
- greater appreciation and valuing of differences
- increased awareness and building a lifelong respect for the natural world
- community development

The list goes on, resulting in happier, healthier children.

We draw on a range of methodologies and influences in designing our outdoor learning offer, all coming under the holistic umbrella of Outdoor Learning. These include:

Forest School

A long-term outdoor education process that is holistic and learner led. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner.

Wild Passport

This is a skill, knowledge and competency based outdoor learning curriculum. The Wild Passport is split over five separate competencies- Nature, Woodcraft, Fire, Rope, Shelter.

Royal Horticultural Society (RHS) School Gardening

The Campaign for School Gardening brings the stimulation and fun of gardening directly to children in their own schools. Gardening in schools improves physical and mental well-being, enhances children's literacy, numeracy and science learning, and helps teachers to bring innovation and creativity into their lessons. Pupils learn to work towards common goals and to anticipate, take and manage risk outdoors.

Skills Builder

We work on the Skills Builder Programme to build 8 essential skills:

Teamwork / Leadership / Speaking / Listening / Aiming High / Staying Positive / Problem Solving / Creativity

Essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self-belief.

Through these diverse approaches, we are able to offer an engaging, and progressive range of activities to support each child's development in school through every year group.

Please check out our Outdoor Learning Page on our website

[Outdoor Learning – Sir Alexander Fleming Primary School](#)

DEVELOP CULTURAL CAPITAL

Increase the number of disadvantaged children participating in after school activity clubs, trips and residential.

- All after school clubs are offered at a reduced fee to disadvantaged pupils
- All disadvantaged pupils engage with the enrichment activities on offer
- All residential experiences are reduced by 25% and a payment plan offered
- Free breakfast club places to support attendance
- Uniform, trainers, shoes, coats, outdoor learning, PE kits provided for children who need it
- Use of washing machine, tumble drier facilities to ensure clothes are clean for all children/families.
- All teachers will evaluate curriculum planning and consider how disadvantaged pupils may be supported with any gaps in prior experiences (e.g. when comparing Europe with the British Isles, consider many children will have no knowledge or experiences of travelling so may not be able to respond to the curriculum in the same way as their non-PPG peers may)

Review

After reviewing our after-school club offer and monitoring the uptake, it was evident that our children were not able to sustain their attention and resilience and their attendance often dwindled off. We therefore moved our ASC to during the school day, a time known as 'Enrichment'. All children in Year 2 to Year 6 attend a range of activities for 1 hour in the afternoon led by teachers and teaching assistants. The activities on offer are: origami, cricket, rounders, netball, football (girls and boys), coding, orienteering, arts and crafts, TTRS etc.

All children attend and fully engage with the activities on offer – disadvantaged and non-disadvantaged. We have a number of After-School clubs on offer and these have waiting lists – they are offered to all children.

We ensure that PPG children attend sports competitions and events and the coaches keep registers.

Residential experiences have been offered this year for Arthog, Pioneer and France. We encouraged all children to go. We put payment plans in place so that all parents could contribute and staff fundraised for the rest.

Free breakfast club places to support attendance are offered. This will reset in September 2023 and we will review places needed.

Uniform, trainers, shoes, coats, outdoor learning, PE kits provided for children who need it regularly and we have a preloved uniform sale at the beginning of term.

Use of washing machine, tumble drier facilities to ensure clothes are clean for all children/families.

All teachers evaluate curriculum planning and consider how disadvantaged pupils may be supported with any gaps in prior experiences and offer these through visits, experiences, knowledge.

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: **£238,431**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Outdoor Learning teacher: £42,131</p> <p>3 x Learning support assistants in Nurture provision: £40,000</p> <ul style="list-style-type: none"> • 1x additional TA in each class £144,000 • Jolly Phonics training package: £1,000 • Relevant CPD for school subject leaders: £11,000 • CPD from 'challenging Education-RADY' cascaded to staff £0 • NTP- 12 hours per week £300 	<p>Behaviour interventions +4</p> <p>One to one tuition +5</p> <p>Oral Language interventions +6</p> <p>Phonics +5</p> <p>Reading comprehension strategies +6</p> <p>Reducing class size +2</p> <p>Small group tuition +4</p> <p>Social and emotional learning +4</p> <p>Teaching assistant interventions +4</p> <p>Collaborative learning approaches +5</p> <p>EVIDENCE TAKEN FROM</p> <p>HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCESUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND</p> <p>HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/</p> <p>HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EDUCATIONEVIDENCE/TEACHING-LEARNING-TOOLKIT/SMALL-GROUP-TUITION</p> <p>HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/PROJECTSAND-EVALUATION/PROJECTS/NATIONAL-TUTORING-PROGRAMME</p> <p>RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

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

Budgeted cost: **£7861.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> •Reading/Phonics interventions 2.5 hours per week dedicated TA time: £1,011.56 • Initial 25% contribution towards the NTP supply teacher (interventions in Y1, Y2, Y5, Y6) £6,850 • Daily TALK Boost across all 3 key stages •Daily NELI across EYFS and KS1 	Behaviour interventions +4 One to one tuition +5 Oral Language interventions +6 Phonics +5 Reading comprehension strategies +6 Reducing class size +2 Small group tuition +4 Social and emotional learning +4 Teaching assistant interventions +4 Collaborative learning approaches +5 EVIDENCE TAKEN FROM HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCESUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/RADY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES https://ican.org.uk/talk-boost	1 2 3 4 5

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

Budgeted cost: **£117,823.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist packages-18 sessions-Silver Package: £5,469.30 <ul style="list-style-type: none"> • LSAT support packages: £4,404.25 	Behaviour interventions +4 One to one tuition +5 Oral Language interventions +6 Phonics +5 Reading comprehension strategies +6 Reducing class size +2 Small group tuition +4 Social and emotional learning +4 Teaching assistant interventions +4 Collaborative learning approaches +5	1 2 3 4 5

<ul style="list-style-type: none"> • EYFS LSAT support package: £1,200 • Provision of uniform £5,000 • Attendance manager: £24,000 • Pastoral TA £15,000 • ELSA trained support assistant: £14,000 • Attendance incentives: £2,500 • Break and lunchtime nurture 'structured play groups' 8 hours weekly 1x CT £14,076.15 2x TA's £7,584 • After School Activity-£4320 • Breakfast Club-£10,000 • Residential and school visit subsidy £10,000 	<p>EVIDENCE TAKEN FROM HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCESUMMARIES/TEACHING-LEARNING-TOOLKIT/ AND HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/ RODY - RAISING ATTAINMENT FOR DISADVANTAGED YOUNG PEOPLE MODULES</p>	
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Total budgeted cost: £364,115.86