

**Fawkham CE Primary School**  
**Pupil Premium**  
**Funding Expenditure, Use and Impact**  
**2021 - 22**

**Funding**

**2021 – 2022 - £5787**

**2020 – 2021 - £5,380**

**2019 - 2020 – £6,600**

**2018 – 2019 - £7,920**

**2017 – 2018 - £10,140**

**2016 – 2017 - £9,840**

**2015 – 2016 - £12,710**

**2014 – 2015 - £13,600**

**2013 - 2014 – £7,800**

**2012 - 2013 - £6,107**

**2011 - 2012 - £3,816**

**1. Overview:**

The Government allocates specific, additional funding to the school for children in receipt of Free School Meals and for Service Families, as historically these disadvantaged children have often achieved less than their peers. Should they no longer be eligible for FSM or they are no longer from Service Families, the funding continues to follow the child for six years afterwards. All schools are expected to demonstrate the positive outcomes achieved from this funding and will be held accountable for them.

At Fawkham it is our intention to diminish the difference by addressing any inequalities and raising the attainment of those pupils in low-income families.

We expect to do this through targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to improve their levels of attainment and progress, close any attainment gaps relative to school averages; have full access to our curriculum and access our extra-curricular provision.

**2. Report on 2021/22 Pupil Premium Allocation Use:**

The Government delegates to us funds related to the number of pupils on Free School Meals.

**Note:-**

- Pupil Premium numbers in this school are below the national average and are relatively small.

Current (September 2021) Whole School FSM Characteristics:

Year Group	% of whole FSM cohort ( 4 pupils)	% of whole school (105 pupils)
Reception	20%	
Year 1	20%	
Year 2		
Year 3	20%	
Year 4	20%	
Year 5	20%	
Year 6		
Whole School	100%	4.8%

**Attendance:**

Average Percentage Attendance Rate of Fawkham Pupil Premium Children 2021 -2022 was:-

Pupil Premium Children: 95.41%

Non Pupil Premium Children: 96.33%

Whole School: 96.3 %.

Attendance of our pupils in receipt of Pupil Premium is excellent, all children love/loved coming to school and their parents were/are totally supportive of their regular attendance.

**Expenditure is as below:**

Funding Received	£5,787
Total Expected Expenditure	£5,787

### Expected Expenditure By Area for 2021 - 2022:

Item	% of FSM and Service Family pupils involved	Expenditure £
Support for learning (Teacher, Teaching Assistant Support, SENCO support)	100%	£5,200
Speech and Language interventions and support for children	80%	£200
After school clubs	20%	£ 100
Enrichment activities	100%	£187
Physical Resources	100%	£100

- The great majority of this funding was and is for quality first teaching from the children's highly effective class teachers, also from teaching assistant support who offer/ed booster and general small group work and support to these children and others as well as pastoral support and a small portion of SENCO support time.
- In order to ensure that lifelong changes are implemented that will help all pupils so that their emotional and physical wellbeing levels are extremely high and they are therefore ready to learn and progress we use the Well-being Tool Kit and Solihull Approach. Training has been attended by some staff and disseminated to all staff. These approaches are used with some of our disadvantaged children.
- We know that children who have excellent attendance thrive and have the best life chances. To ensure continued excellent levels of attendance for our disadvantaged children the Attendance Officer or Head Teacher contact parents on the day of absence.
- The small remaining amount was/is offered for use to fund any enriching activities provided by the school or others such as funding after school clubs, school trips, PTA activities such as school discos and camp nights
- We also offer/ed remaining funds for resources and items the children may need in or out of school such as stationary, school uniform, water bottles for use during lessons and school book bags.

### **Achievement and Attainment during 2020/21 academic year for our disadvantaged pupils (4) in July 2021: No data as no SATs due to the Coronavirus pandemic**

*Internal assessment data up to the end of the academic year shows that all pupils made progress and were on target to meet the end of year expectations for them.*

### **3. Report on 2011/12, 2012/13, 2013/14, 2014/15, 2015/16 2016/2017 2017/2018 2019/2020 2020/2021**

#### **Pupil Premium Allocation, Measurement, Use and Impact:**

We measure the impact of the pupil premium through our ongoing assessment for learning practices as well as our more formal assessments in Reading, Writing, Maths and SPaG which are completed at the end of Terms 2,4 and 6. In depth analysis of these assessments enable us to then more finely tune their individual learning programmes to ensure maximum impact on every child's progress and welfare.

For the ten financial years we spent funds on one to one support for the pupils receiving the 'Pupil Premium'. Quality first teaching was also partly funded by the Pupil Premium as was enrichment activities and purchasing of specialist resources. The impact of this was to secure outcomes for them at least in line with national expectations (and in some cases well above) as demonstrated in assessments.

#### **4. Report On Intentions for 2021/22 Pupil Premium Allocation Use:**

For the current financial year 2021/22 the Pupil Premium allocation delegated to Fawkham school is £5,787. We intend to continue with our current approach with the majority of this funding for:-

- Quality class teaching
- Teaching assistant support – III Instant Impact Initiatives - to address gaps in learning and misconceptions on a daily basis – on 1 to 1 and small group basis
- Catch up tutoring taught by the class teachers to help children make accelerated progress following another disrupted academic year 2020 – 2021 due to the Covid pandemic
- Pre teaching and general small group work and support to these children
- Toe by Toe daily reading intervention
- Pastoral support
- Enriching activities provided by the school
- Resources and items the children may need in or out of school
- Support to ensure excellent levels of attendance with monitoring of attendance and lateness
- Staff released to run nurture group
- 1:1 reading interventions
- Mentoring during lunchtime
- Paying for some children to attend after school clubs
- Enrichment opportunities such as subsidised school trips, visitors to the school
- Providing family support through our SENCO
- Specialist music tuition
- Visual/memory interventions

The Education and Endowment Funding (EEF) Toolkit gives guidance regarding the most effective way of spending Pupil Premium Funds. Small group intervention is rated as a +4 impact, we have identified specific year groups who may need more intervention than others. Small group and individual triple I (Instant Impact Interventions) have also been used to boost Reading, Language and Maths skills for pupils in these targeted groups.

Although there has been no cost to the PP budget, the EEF evidence shows that feedback is the most effective way of improving pupil outcomes (+8 rating). The school have looked extensively at research and altered our Marking Policy on the basis of the findings. The use of immediate feedback as an Assessment for Learning (AfL) strategy has a high profile in the AfL policy.

There are a large number of sports clubs running for pupils and a high percentage of our PP children attend. This is monitored more closely through sports premium.

The quality and impact of all interventions is being monitored by class teachers as well as the Head Teacher and Deputy Head Teacher and person delivering any intervention. Through regular pupil progress meetings and pupil premium reviews.

In our 2021/22 School Development Plan we will be focussing on a number of areas of particular benefit to the Pupil Premium children. We will be focusing on improving attainment and achievement in all areas of reading, phonics, writing and maths, ensuring that all children make at least average progress in maths, reading and writing every year, we are also focusing on diminishing the difference between disadvantaged groups and non-disadvantaged groups. We are ensuring that the curriculum we provide is broad, balanced and exciting for all the children and especially any children in this particular category. Another of our SDP areas of priority relates to the Coronavirus pandemic and ensuring continuity of high standards of education for all, including those in receipt of Pupil Premium, during the everchanging situation. A final focus is introducing a whole school approach to teaching phonics and early reading supported by a systematic Synthetic Phonics scheme with fully decodable books using Little Wandle Revised Letters and Sounds, the majority of our Pupil Premium children will be following this scheme with an aim of accelerated progress to be achieved in reading and phonics for these children.

## **5. Barriers to Learning and Educational Achievement**

The main barriers to learning faced by some of our five disadvantaged children who are in receipt of Pupil Premium funding are:-

- Cognitive delay- some of our children who are in receipt of Pupil Premium funding have cognitive delays which impacts negatively on their learning.
- One child has significant speech and language delay.
- Emotional or behavioural delay- most of our disadvantaged children have specific social and emotional needs which affect their learning most due to family circumstances.
- Access to extra-curricular activities – trips, music lessons, sporting activities/after school clubs
- Environmental Issues – we always take into consideration environmental issues for pupils and will offer support to parents/carers where and when necessary
- Parental support at home is lower for some of our disadvantaged children than other children.
- Some of our Disadvantaged children need some additional support with family matters.

**The next formal review of the Pupil Premium Strategy will take place in September 2022.**

M. J. Bridges

Headteacher