

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	Fosse Way Academy
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	22.8% (108 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-July 2024
Date this statement was published	December 2021 Update: November 2022
Date on which it will be reviewed	July 2022, November 2022, July 2023, November 2023, July 2024
Statement authorised by	Rob Cowling
Pupil premium lead	Andy Coupland
Governor / Trustee lead	Helen Pennington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,115
Recovery premium funding allocation this academic year	£ 15,370
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	£152,485

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide all pupils with a broad, balanced curriculum which allows all pupils to achieve high attainment and good progress. Quality first teaching is central to our approach as it has been proved to have the greatest impact on closing the attainment gap whilst also benefitting non-disadvantaged pupils.

We acknowledge the barriers to learning faced by both disadvantaged and vulnerable pupils and will identify the specific needs of groups and individuals via diagnostic assessments, relationships with families and on-going observations and knowledge of the children. This information will be used to plan and provide targeted provision and intervention (both pastoral and academic) to enable all children to achieve their goals; regardless of their background, personal challenges and starting points.

Our strategy plan will ensure that all children have access to quality first teaching and relevant targeted support. Provision will be responsive to the changing needs of our children and our school to ensure:

- teaching and learning includes an appropriate level of challenge and meets the needs of all children*
- all children, regardless of their background and personal challenges, make good progress*
- staff receive relevant training to enable them to provide high quality support and intervention*
- all staff are aware of the individual needs of the pupils they work with*
- swift intervention (pastoral and academic) is provided when the need arises*

This plan links to our wider school plans for recovery following the disruption caused by the recent pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Loss of learning due to the pandemic and the gaps in knowledge caused by this. Observations, internal assessments and professional discussions demonstrate the need to identify and close the relevant gaps which have arisen during the disrupted caused by the pandemic. The EEF recently published a report which quoted: 'The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.'
2	Emotional and behavioural needs of some disadvantaged and vulnerable children are a barrier to learning. These needs are becoming increasingly apparent.
3	Phonics and reading development Compared to their peers, a lower percentage of pupil premium children passed the phonics screening assessment in Year 1 and 2. Internal tracking also demonstrates a higher percentage of pupil premium children are working in phonics groups below the age related expectation at EYFS and KS1. Similarly, the percentage of KS2 pupil premium children receiving phonics support is higher than that of other children. This negatively impacts their progress as readers and the percentage of pupil premium children achieving the expected standard is 12% (14% last academic year) lower than that of other pupils.
4	Maths development Attainment gap is too pronounced. Percentage of pupil premium children achieving age related expectations in Maths is 14% (18% last academic year) lower than that of other pupils.
5	Writing development Attainment gap is too pronounced. Spelling and vocabulary development needs to improve. Percentage of pupil premium children achieving age related expectations in writing is 15% (16% last academic year) lower than that of other children.
6	Attendance Attendance for pupil premium children was approximately 4% lower than that of other children for the academic year 2020-21. In 2021-22, the attendance gap between pupil premium children and their peers did close (from 2% in Autumn to 0.5% across the full academic year). Although this is an overall improvement, attendance remains a challenge which we will continue to focus on.
7	Lack of experiences that build cultural capital. Through observations, discussions and our knowledge of our pupils, it is evident that there is a disparity between the opportunities they have to build their cultural capital.

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
To reduce the loss of learning among disadvantaged pupils.	A range of diagnostic assessments have been carried out to identify the relevant gaps in learning. Quality first teaching and targeted intervention have filled the gap and children have made at least expected progress.
To have provided relevant social, emotional and behavioural support to disadvantaged children and their families so that children are ready to engage with their learning fully.	Disadvantaged children are actively engaging in their learning and are able to use a range of strategies to manage their emotions and behaviour. Network of support remains available to disadvantaged pupils. Fewer incidents logged on CPOMs . Pupil and family voice demonstrates that children and their families feel supported.
Improved phonics and reading progress and attainment.	The percentage of disadvantaged pupils achieving the expected standard in reading and phonics increases across school. Disadvantaged pupils make at least expected progress based on their starting points. Lesson observations, pupil discussions and book scrutiny reflect this improvement.
Improved maths progress and attainment.	The percentage of disadvantaged pupils achieving the expected standard in maths increases across school. Disadvantaged pupils make at least expected progress based on their starting points. Lesson observations, pupil discussions and book scrutiny reflect this improvement.
Improved writing progress and attainment.	The percentage of disadvantaged pupils achieving the expected standard in writing increases across school. Disadvantaged pupils make at least expected progress based on their starting points. Lesson observations, pupil discussions and book scrutiny reflect this improvement. New KS2 spelling approach is fully embedded and pupils are making good progress.
To improve attendance levels for disadvantaged pupils.	Attendance of disadvantaged pupils has improved and has been sustained over the period of this strategy plan. The attendance gap between disadvantaged pupils and their peers has reduced. The percentage of pupils who are persistently absent has reduced.
Our curriculum and the experiences offered provide all children with regular opportunities to develop their cultural capital - the essential knowledge that children need to prepare them for their future success.	Our broad balanced curriculum provides all children with the essential knowledge, skills and behaviours required to develop strong cultural capital. All disadvantaged pupils have the opportunity to attend visits, residential and access to wider opportunities such as music tuition.

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed and trained to support teachers in class. Additional Teacher-used in Years 5 and 6 to provide timely support, feedback and intervention in English and Maths to children inside the classroom. Enhanced teaching assistant support to be funded and relevant training provided to maximise their impact.	Evidence from the EEF suggests that: Reduced class sizes can have an impact of up to 2 months on pupil progress. Live feedback within a lesson as well as feedback following a lesson can have an impact of 6 months. Verbal feedback can have an even more significant impact. Teaching assistants can have a positive impact of up to 4 months.	1 2 3 4 5 7
Further investment in resources and training in our DFE validated systematic synthetic phonics scheme (RWI). This includes an increased offer in KS2 focused on children requiring additional provision. - Phonics Lead Training Package - Additional time and money invested in training (including teaching assistants) - Provision of daily coaching for staff.	Phonics has a very positive impact on pupil development (+5months). The EEF state this is with extensive evidence and is an important component of early reading skills, particularly for children from disadvantaged backgrounds.	1 3 5 7
Investment in technology, associated software and training to maximise its impact. Continued investment in one to one iPads for KS2. Investment in software such as Learning by Questions and Times Tables Rockstars which give real-time feedback and useful data to inform teachers. Provide staff with training regarding best use. B Squared Tracking to be used to improve tracking of children working at a pre-key stage level.	Our use of technology has been carefully planned to maximise its impact in line with the EEF guidance on using technology to improve learning. One to one iPad deployment and the use of the Google Suite proved to be a vital element of our remote learning provision and is also fully embedded into the teaching and learning approach used in KS2. Training is provided to new staff. Software such as Learning by Questions gives pupils access to immediate feedback and gives teachers and support staff real time data which allows swift intervention and additional challenge. According to the EEF, effective feedback can have an impact of 6 months on learning.	1 3 4 5 7

Enhance reading and writing teaching and curriculum planning in line with EEF guides. Training to be based on identified needs as the year progresses. Monitoring and support provided by subject lead and SLT. New approach to KS2 spelling and reading fluency to be fully embedded.	The EEF guides regarding Improving Literacy in the Early Years, Key Stage 1 and Key Stage 2 are based on the best available evidence to provide clear recommendations.	1 3 5 7
Enhance maths teaching and curriculum planning in line with EEF guides. Fund subject leader and teacher release time for training and to attend the maths hub. Training to be based on identified needs as the year progresses. Purchase and introduction of Number Sense to support pupil number fluency.	The EEF guides regarding Improving Mathematics in the Early Years, Key Stage 1 and Key Stage 2 are based on the best available evidence to provide clear recommendations.	1 4 7
Review current use of metacognition and self-regulation approaches in classes and provide training to up skill staff and children.	According to the EEF, the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.	1 3 4 5 7

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils in Y12. Introduction of fully funded phonics club after school.	EEF evidence suggests small group tuition can have a positive impact of 4 months. Phonics has a very positive impact on pupil development (+5months). The EEF state this is with extensive evidence and is an important component of early reading skills, particularly for children from disadvantaged backgrounds.	1 3 5 7
Continued focus on our oral language provision in EYFS. Initially, this will be through RWI's 'Talk Through Stories'	EEF evidence suggests that oral language interventions can have a positive impact of 6 months.	1 3 5

Staff to be allocated time to lead initial assessments and the intervention itself.		
Additional teachers and teaching assistants to provide targeted intervention outside of the classroom. Training to be provided to ensure high quality provision. Breakfast and lunchtime maths clubs to be offered.	Teaching assistant intervention can have a positive impact of up to 4 months. EEF evidence suggests small group tuition can have a positive impact of 4 months.	1 2 3 4 5 7
Pupil conferences pupil voice opportunities for disadvantaged children. Allow staff to assess pupil: - self-esteem/ confidence - perceived strengths and weaknesses across curriculum - aspirations - barriers to learning	In order for pupils to make good progress, teachers must have a positive relationship with the children and a clear understanding of their strengths, weaknesses and barriers to learning to ensure appropriate provision is made. Pupil conferences will provide quality time for pupil discussions and will also give teachers invaluable information specific to each child.	1 2 3 4 5 6 7
School led tuition Additional teachers have been employed to lead our school led tuition. In light of the impact made in Y6 during 2021-22, we will increase our tuition offer this year by employing and training additional tutors.	According to the EEF, 1 to 1 tuition can have a positive impact of up to 5 months progress.	1 3 4 5

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

Budgeted cost: £ 52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support – staff and parents E.g: - 1, 2, 3 Magic training for EYFS staff and parents - Kids' Skills training - Restorative approaches - Team Teach As well as new training for all staff, targeted training will be provided to newly employed staff, too.	Having identified an increasing need for behaviour and emotional support in school, we have implemented relevant training. This need is increasing in the home as well as at school and, having previously offered parent workshops as the need arises, a universal offer will now be made to all parents as children enter the EYFS. EEF evidence suggests that behaviour interventions can have a significant impact on children's learning (+4months). Parental engagement can have an impact of 4 months. EEF evidence highlighted the extensive evidence associated with childhood social	1 2 3 4 5 6 7

	and emotional skills with improved outcomes in later life.	
Pastoral team Enhance and extend the pastoral support team by employing additional staff and continued investment in training which will up skill staff and enable them to further support pupils and parents. E.g: ELSA. Lego Therapy, self-regulation, emotional support, mentoring etc. -NEST provision expanded. - Super Starts introduced to reduce anxiety and attendance barriers.	EEF evidence suggests that behaviour interventions and social and emotional learning can have a significant impact on children's learning (+4months). Parental engagement can have an impact of 4 months. EEF evidence highlighted the extensive evidence associated with childhood social and emotional skills with improved outcomes in later life.	1 2 3 4 5 6 7
Attendance Attendance monitoring and conferences. Support offered by FSW / SLT/pastoral team to family and child (focus to identify and remove the barriers). Embed principles of good practice as set out in DFE advice. Increased focus on children who are persistently absent.	DFE guidance. From our own experience, building relationships with families, identifying barriers to attendance and offering support to remove barriers (e.g. wraparound provision, emotional / well-being support etc) is key if we are to improve attendance.	Primarily 6 Increased attendance will also support in addressing challenges 1, 2, 3, 4, 5, 7 too.
External agency support Ensure access to relevant external agencies when the need arises (Educational psychologist, BOSS, WTT counselling, play therapy etc).	EEF evidence suggests that behaviour interventions and social and emotional learning can have a significant impact on children's learning (+4months). Parental engagement can have an impact of 4 months. EEF evidence highlighted the extensive evidence associated with childhood social and emotional skills with improved outcomes in later life.	1 2 3 4 5 6 7
Enrichment and development of cultural capital Funding available to provide enrichment opportunities and financial support for disadvantaged pupils. This will include: - STEM activities - Educational visits - Residential visits - Music tuition - School uniform	Arts participation can have a positive impact of 3 months according to the EEF. EEF guidance: Guide to the Pupil Premium.	1 2 6 7

- Provision of resources and age appropriate high quality texts for children to access at home. - Additional extra-curricular clubs and activities funded by school for pupil premium children.		
Contingency fund for unexpected arising needs	Based on our experiences and those of schools similar to ours, we have identified a need to set aside a small amount of money to allow us to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £152,500

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 2021 to 2022 academic year.

2021-2

Through careful planning and a targeted approach when spending our pupil premium and recovery allocation, all children have benefited from enhanced staffing ratios, high quality teaching which has been further developed through CPD, high quality resources and enhanced IT provision (including the one to one deployment of iPads across key stage 2). Pupil premium children have also benefitted from fully funded school trips / enrichment opportunities and financial support for school uniforms.

In addition to these global benefits, over 90% of our pupil premium children received additional academic, pastoral and / or targeted additional enrichment support during the year which have had a positive impact on outcomes. Of the small minority who did not receive additional targeted provision, some benefited in previous academic years, some have only very recently become eligible for pupil premium funding and some made good or accelerated progress and didn't have any academic or pastoral barriers.

Academic:

Intended Outcomes:

- To reduce the loss of learning among disadvantaged pupils.
- Improved phonics and reading progress and attainment.
- Improved maths progress and attainment.
- Improved writing progress and attainment.

Careful action planning and curriculum design ensured that teaching initially prioritised gaps in learning caused by the pandemic. This ensured children were taught appropriate content in the correct order. In addition to the quality first teaching and enhanced resourcing which all children receive, ongoing teacher assessments were used to identify target children. Our enhanced staffing levels and tuition provision enabled us to provide these children with additional academic support. Across the year, 70% of pupil premium children benefited from this additional support. This included both one to one and small group intervention linked to: phonics, spelling, reading fluency, reading comprehension, language and vocabulary development, writing support, writing support, maths fluency and reasoning, specific targets from specialist teacher assessments and individual education plans. This provision had a positive impact on pupil attainment and will continue this year.

In EYFS, pupil premium children progressed very well with 77% of the cohort achieving a Good Level of Development. This was above the attainment of their peers and above the most recent national average.

In key stage one, attainment of pupil premium children remains a focus as it is below that of their peers. Key stage progress demonstrates that the attainment gap is closing though with pupil premium children making more progress than their peers.

Our continued focus on staff training and resources for our Read, Write, Inc. phonics approach has had a positive impact on outcomes. Through quality first teaching and targeted intervention, there were notable gains for pupil premium children - particularly in Year 2. At the beginning of Year 2, the attainment gap (based on percentages who achieved the required standard in the phonics screening), between pupil premium children and their peers was 24%. By the end of the year, the gap had closed to 10% with 87% of pupil premium children achieving the expected standard. This was roughly in line with

the most recent national average for all children. Although this is an improving picture, phonics will remain a focus for these children as they enter lower key stage 2 as there is still an attainment gap. Year 1 results also demonstrated an attainment gap and phonics remains a focus for them as they move into Year 2.

Across Year 1 to 6, pupil premium children's progress levels are very much in line with their peers. Attainment remains a focus in all subjects though as this remains lower than their peers. In terms of the percentage of children achieving the expected standard, there have been gains in all subjects for pupil premium children compared to last year's average figures. The attainment gap to their peers has narrowed slightly compared to last year in all subjects but does need to close further. Our internal tracking allows us to identify any groups / cohorts where progress isn't as strong so that targeted support can be provided.

Year 6 end of year data demonstrates excellent outcomes. A higher percentage of pupil premium children achieved the expected standard compared to their peers in reading, writing and maths. Although national progress data has not been released yet, our internal data demonstrates that pupil premium children have made more progress than their peers across the key stage.

One aspect of our provision which had a significant impact on outcomes in Year 6 was our school led tutoring provision. Whilst we did receive additional funding for school led tutoring, we invested considerable additional funding, including some of our pupil premium allocation, to offer tutoring to more of our children. Across the year, we provided over double the number of subsidised tutoring hours. A significant percentage of this provision was targeted at upper key stage two- particularly Year 6. Due to the impact of this provision, we have appointed and provided training for additional tutors to widen our tutoring offer across Years 1 to 6.

Wider Strategies

Intended Outcomes:

- To have provided relevant social, emotional and behavioural support to disadvantaged children and their families so that children are ready to engage with their learning fully.
- To improve attendance levels for disadvantaged pupils.
- To ensure our curriculum and the experiences offered provide all children with regular opportunities to develop their cultural capital - the essential knowledge that children need to prepare them for their future success.

Our pastoral team worked tirelessly to support pupil premium children's pastoral needs. As it did last year, this support extended beyond school itself. Funding was used to access support from external agencies such as BOSS, counselling and an educational psychologist which had a positive impact on the children involved. Our Family Support Worker (FSW), supported by senior leaders, SENDCo, teachers and support staff, was central to our provision of wider strategies.

As well as providing support, training and guidance to staff, the pastoral team has directly supported approximately 50% of pupil premium children and families to remove barriers to their learning and ensure they are ready and able to learn.

The support provided to families has included elements such as:

- Signposting parents to relevant support agencies
- Support linked to financial and housing issues
- Support with referrals to paediatricians, Grief and Loss etc
- Safeguarding
- Accessing/ attending external support / medical appointments
- Parental workshops linked to routines, behaviour management, consistency and house rules
- Parental mental health
- Home visits and regular phone calls
- Support and guidance regarding attendance-including wraparound provision and transport support where necessary

- Financial support towards uniform, music tuition and educational visits (although visit funding hasn't been necessary this year)

The support provided to pupil premium children in school, has included:

- Exploring emotions and how to control these
- Transition work
- Friendship circle support
- De-escalation support
- Restorative justice
- Counselling and play therapy
- Support accessing SALT appointments including staff time, and providing resources
- Specialist teacher assessments
- Educational psychologist assessments
- Lincolnshire Behaviour Outreach Support Service (BOSS) involvement and follow up support
- Regular check-ins with a known adult
- Super Starts (supporting with anxiety and removing attendance barriers)
- NEST provision and support

Staff training regarding pastoral support, behaviour management and restorative justice was also provided to all teachers and support staff. We understand that it is vital to upskill all staff and ensure a consistent approach as this is beneficial to all children. This approach will continue and all newly appointed staff have received additional targeted training linked to key elements from the last academic year.

Attendance figures demonstrate that pupil premium children's attendance levels are now more in line with their peers. In 2021-22, the attendance gap between pupil premium children and their peers did close (from 2% in Autumn to 0.5% across the full academic year). Although this is an overall improvement, attendance will remain a focus. This will begin immediately in September with weekly analysis and check ins for those pupils who were persistently absent in 2021-22 along with ongoing half termly checks for all children.

Although it is difficult to measure the full impact of much of the pastoral provision, as a school we understand and value the impact that all of this provision has on removing barriers to learning, improving relationships with families and ensuring that children are happy, confident, safe, able to regulate their emotions and ready to maximise their learning. The pastoral support plans and taught strategies will continue to support the children and enable them to progress. For some families, the additional support has now had the desired outcome and is no longer required; however, check ins are still offered and families are reminded to contact school should anything change and they require follow up support. Clearly, many of our pupil premium children and families still require pastoral support and our current intended outcomes and activities take this into account.

All of this information has been used to inform our identified challenges, intended outcomes and planned activities for this academic year.

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
<i>Times Table Rockstars</i>	<i>Maths Circles Ltd</i>
<i>Learning by Questions</i>	<i>Learning by Questions</i>
<i>Read, Write, Inc.</i>	<i>Ruth Miskin Training</i>
<i>Bug Club / Active Learn</i>	<i>Pearsons</i>
<i>White Rose Maths</i>	<i>White Rose Maths</i>
<i>Epic!</i>	<i>Epic Creation</i>
<i>Number Sense</i>	<i>Number Sense Maths Ltd</i>
<i>B Squared Tracking</i>	<i>B Squared</i>