

Foulds School: Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Foulds School
Pupils in school	317
Proportion of disadvantaged pupils	2.8%
Pupil premium allocation this academic year	£18,795
Academic year or years covered by statement	2021-2024
Publish date	September 2021
Review date	March 2022
Statement authorised by	Resources Committee
Pupil premium lead	Tasleem Kanji
Governor lead	Sara Starr

Disadvantaged pupil progress scores for last academic year (June 2019 due to COVID 19) *6pupils

Measure	Score
Reading	1.07
Writing	-3.14
Maths	-1.12

Disadvantaged pupil performance for last academic year (June 2019 due to COVID 19) *6pupils

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	17%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To work 1:1 and be given specific feedback to continue to make good or better progress with writing
Priority 2	Provide additional intervention in Reading, Writing for KS1 and KS2 pupils through language groups.
Barriers to learning these priorities address	All pupils are back on track/further towards their predicted trajectory from the previous Key Stage, especially those pupils who were impacted negatively due to the last two years of Covid.
Projected spending	£ 8770 (half the cost of TA intervention and SLT cover)

Teaching priorities for current academic year

Aim	Target * KS1 results unknown for yr 6 pupil	Target date
Progress in Reading	100% WA (1/1)	July 22
Progress in Writing	100% WA (1/1)	July 22
Progress in Mathematics	100% WA (1/1)	July 22
Phonics	100% (3/3)	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at the end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide after school and preschool interventions for identified pupils which reinforces or pre-teaches for in class work and closes identified gaps in learning in reading, writing, maths and phonics.
Priority 2	Implement and deliver the language skills programme to identified children.
Priority 3	Ensure staff use evidence-based whole-class teaching interventions.
Barriers to learning these priorities address	Creating equity for PP children where cultural capital is a barrier to their achievement.
Projected spending	£5075

Wider strategies for current academic year:

Measure	Activity
Priority 1	To provide support for children who are experiencing social and emotional barriers to learning through: BOSS, zones of regulation, improved decision making skills and friendship skills.
Priority 2	To support the development of pupils' aspirations for the future through metacognition work (and CPD for staff) development of resilience and goal setting.
Priority 3	Ensure pupil premium children have access to breakfast clubs, after school care clubs, extra-curricular school clubs and residential trips through subsidisation.

Barriers to learning these priorities address	Creating equity for PP children where cultural capital is a barrier to their achievement.
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is allocated for staff development.	Ensuring cover is not the barrier Additional cover by senior leaders.
Targeted support	Ensuring interventions are consistently delivered and monitored due to time constraints or other day to day factors.	Inclusion leader will monitor the consistency and quality of the provision. Termly pupil progress meetings will monitor impact of the interventions.
Wider strategies	Engaging the families facing the most challenges.	The senior leadership team will monitor support provided for our most vulnerable families.

Review: last year's aims and outcomes

Aim	Outcome
To provide support for children who are experiencing social and emotional barriers to learning	Children impacted negatively by the covid pandemic were closely tracked and supported (through access to technology and academic guidance for carers) so they could continue to learn well during remote learning.
To develop resilience, improved decision making skills and friendship skills	The impact of the lockdowns and remote learning was considered and a recovery curriculum was put into place when the children returned to school. Vulnerable pupils were given permission to come into school and worked with the staff to build their resilience and friendships at school.
To raise attainment through small group and one to one intervention	Maths: 75% Made Good or better progress Read: 67% (8 chn) Made good or better progress. Of the 4 children that made slower progress 1 was beginner EAL and another had additional needs Write: 67% (8 chn) Made good or better progress. Of the 4 children that made slower progress 1 was beginner EAL and another had additional needs