

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	Data
School name	Fiddlers Lane Community Primary School
Number of pupils in school	161 (including 15 nursery pupils)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sharon Woods Chair of Governors
Pupil premium lead	Damian Harris Headteacher
Governor / Trustee lead	Sharon Woods Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,820

Part A: Pupil premium strategy plan

Statement of intent

At Fiddlers Lane Community Primary School our ultimate objectives disadvantaged pupils are:

- *for all pupils including disadvantaged pupils to receive quality first teach enabling them to make good progress towards end of Key Stage expectations and ready them for the next stage in their education*
- *to enrich their lives through providing high quality, diverse resources to enable their learning*
- *To ensure that all pupils including disadvantaged have good attendance so they can access learning and put strategies in place for all pupils to meet our attendance target of 96%*
- *To meet the SEMH and SEND needs of our disadvantaged pupils, through providing appropriate timely support*
- *To further engage the families of disadvantaged pupils, so as partners they can support their children in meeting their learning goals*

Our current pupil premium strategy plan works towards achieving those objectives by:

- *Utilising our current staff fully to support all pupils from their current attainment levels*
- *Enabling staff to better support the needs all pupils through quality CPD, coaching and mentoring*

The key principles of your strategy plan are:

- *Every child develops their speaking and listening skills on entry to school through targeted activities and quality interactions with staff*
- *Every child receives teaching which focuses on language acquisition, increasing and developing vocabulary through oracy and reading materials.*
- *Every child has good attendance. We strive to engage with parents of persistent absentees so they see the value in their children attending school every day and engaging in lessons*
- *We meet the needs of SEND pupils through targeted support and carefully chosen intervention programs*

Challenges

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

Challenge number	Detail of challenge
1	English Language skills <ul style="list-style-type: none"> Assessments, observations, and discussions with pupils indicate poor oral language and communication skills in EYFS and children in KS1 and KS2 Assessments, observations, and discussions with pupils indicate poorer development of reading skills (including phonics) Assessments, observations, and discussions with pupils indicate poorer development of writing skills (including development of fine motor skills)
2	Maths' fluency and reasoning Assessments, observations, and discussions with pupils indicate poorer development of maths' fluency and reasoning skills
3	Social Emotional Issues / SEND / self-regulation Assessments, observations, and discussions with pupils, families and professionals have identified social and emotional issues for many of our disadvantaged children Many of our disadvantaged pupils have SEND and many have a high level of complex needs Assessments, observations, and discussions with pupils indicate an inability of many disadvantaged pupils to self-regulate, manage personal hygiene on entry to school.
4	Parental engagement Lack of involvement / engagement in school by some disadvantaged families along with their perceived low importance of educational outcomes. Observations show lower engagement with homework tasks such as reading amongst disadvantaged families.
5	Impact of Covid-19 Our assessments and observations have shown a greater impact of Covid -19 across the curriculum for disadvantaged pupils. Poor engagement with remote learning amongst disadvantaged families and a lack of enrichment opportunities during school closure.

	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing</p>
6	<p>Attendance</p> <p>Our attendance data is lower for disadvantaged pupils than non-disadvantaged pupils.</p> <p>More disadvantaged pupils are persistently absent than non-disadvantaged pupils.</p>

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
Improved oral language skills in EYFS	<ul style="list-style-type: none"> • Speaking and listening skills on entry to school are addressed through targeted activities and quality interactions with staff measured by WELCOMM • Pupils to use and understand a wider range of vocabulary and be more confident in S&L activities and therefore engage more in lessons
EYFS KS1 (and some KS2) pupils make relevant progress are at age related expectations for reading and writing as a result of effective phonics teaching.	<ul style="list-style-type: none"> • Phonics teaching is systematic and rigorous and applied in reading and writing measured by RWI assessments half termly, phonics screen • A greater number of pupils access the curriculum due to increased reading ability. Measured by formative termly reading assessments • Use of subject specific vocabulary is evident in all areas of the curriculum • Attainment in phonics is in at or above national average

	24/25 phonics check outcomes shows gap closing between disadvantaged pupils and non-disadvantaged pupils
Increased number of disadvantaged pupils at ARE for reading EYFS, KS1 and KS2 Pupils reading regularly at home Love of reading evident	<ul style="list-style-type: none"> • CPD delivered increased staff skill in teaching of phonics / reading • Staff are utilised effectively- time tabling and resourcing facilitates every child across KS1 and 2 receiving a daily guided read session • Pupils have access to a wide range of quality reading resources at school and at home • home reading/ love for reading <p>Gap closed between % of pupils at disadvantaged non-disadvantaged pupils meeting the expected standard in reading</p>
Increased number of pupils at ARE at EYFS, KS1 and KS2 in writing	<ul style="list-style-type: none"> • Quality of teaching improves through impact of regular targeted CPD sessions • Quality first teaching in English consistently delivered <p>Termly formative writing Assessment of writing shows the gap has decreased between % of disadvantaged and non- disadvantaged of pupils meeting the expected standard in writing increases.</p>

<p>Maths</p> <p>Increase in fluency and reasoning skills for all pupils</p>	<ul style="list-style-type: none"> • Regular additional fluency sessions delivered to all pupils, increase % of disadvantaged pupils at ARA for maths • Qualified teacher to deliver targeted support maths through interventions • Effective CPD in maths (Maths Hub training and resources) increases quality of teaching <p>Outcomes measured by formative assessments show an increase in progress of disadvantaged pupils in maths</p>
<p>SEND</p> <p>Disadvantaged pupils with SEND receive quality teaching and learning and make</p>	<ul style="list-style-type: none"> • SEND Co. is able to fulfil her role with enough time out of class (part-time teaching responsibility)
<p>good progress. Their needs are met and they are supported across the curriculum</p>	<ul style="list-style-type: none"> • Specific pupil progress meetings focus on disadvantaged pupils with SEND ensuring their needs are met • CPD to enable teachers to deliver quality first teach to pupils with SEND • Training for all staff in meeting needs of pupils with SEND 57% of SEND pupils are disadvantaged <p>Pupil progress meetings, reviews and data shows disadvantaged SEND pupils needs are met and they are making good progress (tracking data)</p>

SEMH Pupils SEMH needs are met	Pupils' emotional, behavioural and mental health needs are assessed and met, enabling pupils are ready to learn, access the curriculum and are able to fully participate in all aspects of school life. Referral to CAHMS or Place2Be. Data from surveys (pupil and parent) and reports show an increase in pupil well being with an increase in participation in enrichment activities, particularly among disadvantaged pupils
--	--

Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and pupils with SEND	Improved attendance across all year groups Decrease in persistent absences The gap between disadvantaged and non-disadvantaged pupil's attendance decreases.
--	---

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: £ 50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by: Ensuring teaching in all subjects is of the highest quality all pupils including disadvantaged pupils make most progress</p> <p>Staff development and Quality CPD - National College resources</p> <p>RWI training / coaching days</p> <p>Moderation training and resources</p> <p>Thrive Education- SEND support</p>	<p>DFE report: <u>supporting the attainment of disadvantaged pupils</u>: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p><u>Effective Professional Development / EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1 2 3</p>
<p>Develop a consistent approach to assessment from Y1- 6, ensuring this is progressive from EY to KS1.</p>	<p>NFER maths and NST reading tests are used to track progress three times a year. Moderation CPD ensures writing judgements are secure.</p>	<p>1 2 3</p>
<p>Continue to embed RWI phonics program</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1 3</p>
<p>Phonics teaching in EYFS / Y1, 2,3 in smaller groups and streamed across the year 1 -3.</p> <p>DHT/ English lead non- contact to facilitate CPD RWI Training to secure stronger phonics teaching for all pupils.</p>	<p>comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</u></p>	

<p>Enhancement maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school and to enable staff to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> • Quality first teach • Specialist maths teaching, • In class support from TAs to scaffold learning • use of Same Day Intervention. • Purchase of resources to support learning 	2,3
<p>DHT English lead to monitor English, deliver attend courses, CPD assessment and to coach staff</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Engagement with English Hub for CPD for lead and teachers.</p>	1 3

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

Budgeted cost: £ 35, 820

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality consistent phonics teaching /intervention / tutoring throughout the KS1.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,3

<p>Ensure the application of phonics is well embedded in reading.</p> <p>To track the attainment of pupils in Years 1 and 2 to ensure that the majority pass the phonics screening check.</p>	<p>RWI assessments half termly dictates the targeting of pupils in lowest 20% to receive tutoring sessions facilitating accelerated progress Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Intensive tuition in small groups are provided to support lower attaining learners across school. Half termly discussions target the most effective use of this resource Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional targeted maths groups delivered by a TA</p>	<p>Intensive tuition in small groups are provided to support lower attaining learners across school. Half termly discussions target the most effective use of this resource. Number Stacks intervention- Year 3 Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Use of all available teaching assistants to deliver small group phonics and 1-1 intervention</p>	<p>TA / teachers used for small group guided reading EEF small group tuition +4 months</p>	1, 3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Place 2 Be counsellor delivering interventions</p> <p>Lunchtime support to be provided for vulnerable pupils e.g. lunch club</p> <p>Teaching assistants deliver other small group interventions such as friendship groups</p> <p>Senior leaders time supporting classes with behaviour challenges</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 months</p> <p>Therapeutic interventions in place including: Art Engagement; Social Skills; Play Therapy including Lego Therapy; Anger Management and Emotional Regulation.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 months</p> <p>Individual behaviour plans have been effective in the past at engaging pupils who cannot access school systems.</p>	3, 4, 5, 6
<p>Senior leaders and office team work to improve engagement and attendance through:</p> <ul style="list-style-type: none"> • Building positive relationships with families • Attendance on the agenda at Parents' Evenings • First day calls • Home visits • Penalty fines for extended holidays • Regular meetings with parents of persistent absentees • Discussions with 	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10- 15 per cent of all sessions.</i></p> <p>Individual case studies have shown impact of this provision on pupils' attendance</p> <p>Impact measured through attendance data target which is to be in line with national average.</p> <p>Working with families with multiple barriers to attendance to overcome difficulties.</p> <p>Referring families where needed such as Early Help pathway</p>	3, 4, 5, 6

<p>parents. pupils at risk of becoming 'Persistent Absentees'</p> <ul style="list-style-type: none"> • attendance rewards • Target attendance plans • Buying into the LA attendance service 		
--	--	--

<ul style="list-style-type: none"> • Work with attendance leads in the trust cluster <p>Follow government guidance doc https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>Target to reduce persistent absence to be in line with national average</p> <p>Previous collaboration has been successful and ensured the same guidelines across the trust</p>	
<p>MAPAS Music and Performing Arts Service weekly tuition for year 4 pupils.</p>	<p>Positive impact of arts engagement Arts engagement +3months</p>	1,2,3
<p>Arts clubs</p> <ul style="list-style-type: none"> • Lunch time clubs such as art and dance increase pupil well being 	<p>Arts engagement +3months</p>	3

Total budgeted cost: £ 105, 820

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 2023 to 2024 academic year.

July 2024 Review
<p>EYFS- 40% of disadvantaged pupils reached GLD showing a gap between non-disadvantaged at this early stage</p> <p>Year 1 Phonics – 100% of disadvantaged pupils passed the screening compared to 50% in 2023 Year 2 phonics- 79% of disadvantaged pupils passed by the end of Year 2</p> <p>MTC- Average score for disadvantaged pupils was 20/25 with one pupil achieving full marks</p> <p>Year 6- Reading- 67% of disadvantaged pupils achieved the expected standard (62% nationally) Writing- 67% of disadvantaged pupils achieved the expected standard (59% nationally) Maths- 33% of disadvantaged pupils achieved the expected standard (59% nationally)</p> <p>Attendance for disadvantaged pupils in 2023/24 was 88.3% compared to national at 94.5% With 31 pupils persistently absent (various barriers including emotional, reduced timetables, pupil at home awaiting alternative provision, pupils on roll who had moved away, pupils with social services involvement)</p> <p>Areas for development in new academic year:</p> <p>Attendance continues to be a high priority with education parents and training for office staff a high priority.</p> <p>In EYFS there is a gap, so continuing to work on narrowing the gap early in nursery and Reception.</p> <p>Disadvantaged pupils with SEND- reducing the number of pupils on build up timetables by providing high quality provision or supporting parents to get pupils the right provision.</p>

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
Number Stacks resource kits and subscription	Number Stacks
White Rose Maths	White Rose Maths
RWI phonics program and support package	Ruth Miskin
Hamilton Supporting teachers	Hamilton Trust

Further information (optional)

N/A.
