

# Fourlanesend Community Primary School – Governor monitoring visit report form



<b><u>School Development Plan Priority</u></b> Priorities – Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and management, Evaluating the Early Years	<b><u>Focus of Visit</u></b> Spend, plan and impact of PP, SPP and 'catch up' funding (school led tutoring and recovery grant) on all groups of pupils.							
<b><u>Visit time, date and Governor name:</u></b> Piers Taylor	<b><u>Staff name:</u></b> Rebecca Norton							
<b><u>SDP actions to consider</u></b> The school curriculum is ambitious and meets the needs of all learners								
<b><u>Use of the pupil premium – From the School Inspection Handbook</u></b> <ul style="list-style-type: none"> <li>■ the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years</li> <li>■ how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact</li> <li>■ the learning and progress of disadvantaged pupils, as shown by published outcomes data.</li> </ul>								
<b><u>Previous visit: Progress on agreed actions and Impact</u></b> Evaluate the effectiveness of the TA providing reading support:								
<b><u>Observations and Discussions</u></b> We discussed the overall context of PP and how it applies to the school. Rebecca explained the particular focus of the school and its success in addressing the challenges presented by the requirement for home schooling due to COVID and the inevitable impact on PP pupils. Rebecca confirmed that current projections indicate that by the end of this academic year the school will have made substantial progress in closing the gap for the majority of PP pupils relative to the position pre-COVID. (Please see attached DfE pupil Premium for a detailed breakdown). <b><u>Summary of Autumn Term Data</u></b> Please note the comments on PP attainment are mostly made on the whole school chart due to our small school data and statistical significance. Also so we are comparing 'like with like' as much as we can. E.g. our Y3s are KS2 now and they made up almost 50% of the July KS1 data.								
<b><u>Whole school</u></b> <table border="1"> <thead> <tr> <th data-bbox="218 1771 483 1809">Subject</th> <th data-bbox="483 1771 916 1809">ARE and above</th> <th data-bbox="916 1771 1453 1809">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="218 1809 483 2011" rowspan="2">Reading</td> <td data-bbox="483 1809 916 1848">61.7%</td> <td data-bbox="916 1809 1453 2011" rowspan="2">Girls very slightly higher than boys We are closing the gap with our Pupil Premium children our July data was PP 30.8% - please note this is due to our KS1 data.</td> </tr> <tr> <td data-bbox="483 1848 916 2011">PP 47.4%</td> </tr> </tbody> </table>		Subject	ARE and above	Notes	Reading	61.7%	Girls very slightly higher than boys We are closing the gap with our Pupil Premium children our July data was PP 30.8% - please note this is due to our KS1 data.	PP 47.4%
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Writing	48.1%	Boys significantly lower-same at July A small increase in PP attainment since July
	PP 36.8%	
Maths	63%	Boys are very slightly higher than girls – this gap has been reduced. PP is the same as non PP
	PP 63.2%	

**KS1**

Subject	ARE and above	Notes
Reading	69.6%	Boys are now higher than girls (this was the opposite in our July data)
	PP 71.4% - this is above just our non PP children 68.8%	
Writing	60.9%	Boys lower than girls
	PP 57.1%	
Maths	69.6%	Girls are very slightly higher than boys
	PP 85.7%	

**KS2**

Subject	ARE and above	Notes
Reading	58.6%	Girls higher than boys
	PP 33.3%	
Writing	44.1%	Boys significantly lower
	PP 25%	
Maths	60.3%	The difference between girls and boys is less than 1%
	PP 50.2%	

**Further Action Required:**

COVID 19 has presented further challenges with regard to PP provision. The school will continue to address and monitor those challenges and mitigations to ensure that provision addresses these concerns as effectively and efficiently as possible.

**Impact of Governance:**

To hold the school to account for PP, SPP and catch up expenditure

**Date and time of next visit:**

April – review of the Spring Term

**Governor signature:**

**Date:** 8/2/2022

*P. Taylor*

**Staff signature:**

*A. Norton*

# Pupil premium strategy statement

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	Fourlanesend Community Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	R Norton
Pupil premium lead	R Norton
Governor / Trustee lead	P Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,935
Recovery premium funding allocation this academic year	£1051
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,986

# Part A: Pupil premium strategy plan

## Statement of intent

We have high expectations for all pupils in our school and believe that with quality first teaching and pastoral support, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically, socially and emotionally. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome identified barriers to learning for children at Fournalanesend. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well; this is consistent and sustained over time having a lifelong impact on all children.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. We recognise that not all children receiving free school meals are socially disadvantaged and not all children who are socially disadvantaged are registered or qualify for free school meals. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

### Ultimate Objectives

- To ensure all children actively participate in aspects of school life, that they enjoy school, they are happy and feel safe – children use their school values (Confidence, Respect and responsibility, enthusiasm for learn, kindness and honesty) in everything they do.
- To address social disadvantage by providing children with opportunities beyond the curriculum to expose them to different cultural experiences and enrich their life experiences.
- To ensure all children can access the full curriculum by ensuring they can read even when they haven't got support from home.
- To address social disadvantage by addressing gaps in children's knowledge and skills
- To narrow the attainment gap between disadvantaged and non-disadvantaged children over time.

### Achieving the objectives

- Specially trained reading teaching assistants who work with the sole purpose (full-time post) of catching up and improving reading across school ensuring children don't fall behind therefore allows all children to access the full curriculum offer.
- Full time TA support in every class
- Identified individual or small group recovery support with a teacher who teaches at the school, who knows the children and the systems used in the school
- Funding for experiences in school and school visits
- Brighter Futures Theraplay counsellor available every Thursday to work with children and parents
- Funding for tutoring to learn musical instruments
- Prioritising pupil premium children through a range of school initiatives including priority marking of books, on the agenda for every staff meeting.
- Use of in house strategies such as Pre-teach and catch up
- Termly PP governor report
- Book quest – in house reading initiative to ensure all children read a wide range of different gen-



res

- Championing of school values, by all staff members in all areas of school life
- Pupil voice – a strong, proactive school council who hold a weekly school voice assembly

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. However prior to Covid the gap between PP children and their peers narrowed during their time at Furlansend and the in house data showed the gap was small. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Lack of books and reading at home. In Autumn 2019 we monitored reading at home and found on average our PP children read almost 50% less than their peers. This is still the same.
3	Children typically enter Furlanesend with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. Our local area may be of outstanding natural beauty, however, we are also remotely located with poor transport links which also adds to the limited life experiences for some families. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn for a variety of reasons. Our 2021 reception cohort in particular have self-regulation issues and were particularly low due to the lack of pre-school experience following the disruption in the past 2 years.

## 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
<ul style="list-style-type: none"> <li>Pupil premium children make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in reading.</li> <li>The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally.</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Pupil Premium children achieving GLD in Literacy is at least in line with all other areas</li> <li>The gap in phonics attainment between disadvantaged pupils and other children is closing and is below the national gap</li> <li>By the end of KS1, the gap between Pupil Premium children and other children (in-school and nationally) is closing rapidly in RWM.</li> <li>From their starting points in FS Pupil Premium children make good or better progress by the end of KS2.</li> <li>Quality first teaching is consistent across school</li> </ul>
<ul style="list-style-type: none"> <li>Pupil Premium children make the same progress or more than their peers in reading as they are given the opportunities to read in school.</li> <li>The language deficit for children in receipt of pupil premium funding is diminished.</li> </ul>	<ul style="list-style-type: none"> <li>In house data demonstrates that pupil premium children are making good or better progress in reading. End of key stage data demonstrates the gap has narrowed between Pupil Premium children and their peers in reading.</li> <li>High quality teaching of a well-planned, progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>Pupil Premium children develop the necessary cultural capital, allowing them to engage in their curriculum, preparing them for success in their next phase of education and life.</li> <li>Children have high aspirations for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Children gain experiences from both their curriculum and other enriching experiences provided in and out of school. The experiences impact on the children's vocabulary and their aspirations for what they can achieve both now and later in life (acquiring the cultural capital they need).</li> </ul>
<ul style="list-style-type: none"> <li>Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged children are fully engaged in all aspects of school life.</li> </ul>	<ul style="list-style-type: none"> <li>Children involved in pastoral interventions are making improvements over time both emotionally (social and emotional audit) and academically.</li> </ul>
<ul style="list-style-type: none"> <li>Gaps in learning due to Covid are addressed so children are able to fully access their next sequence of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Children are making good progress from their starting points in September.</li> </ul>

## Further information (optional)

We provide fresh fruit for all children every day to support developing healthy lifestyles and habits.

An ex-Fourlanesend teacher provided tuition following assessments to 'plug gaps' and to deal with poor habits acquired by children during lockdown. She worked with individuals, pairs and small groups with short achievable targets set by the teachers. Remote learning was provided on GoogleClassroom and devices were given to support all families who needed them. However our families overwhelmingly preferred paper based learning. We kept a record of remote learning and how well children have participated in it.

Support from Danny Biscombe (Brighter Futures) utilised as necessary to support families, parents and staff throughout lockdown and the Autumn term.

Positive Me boards up or in process of.

### **Wellbeing**

Physical well-being – All classes received at least 2 hours of PE per week. Plym doing dance daily. Cremyll do daily 5 minute activity breaks. We provide free food at playtime for all children.

Mental health and wellbeing – all classes focused on different aspects at various times in the week including assemblies and curriculum lessons.

Issues arisen – use of TikTok – parents were informed where appropriate and accounts removed. Internet safety talks with each class. We provided information for parents of how to remove accounts for social media as a misconception we found was that it was believed if the app was gone so had the account.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Music Nurture group to begin 2022 – this is part of a research project.	Cornwall Music Service



## **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 2020 to 2021 academic year.

#### **Prioritise reading**

Last year we employed 2 reading teaching assistants to job share to cover a full time post providing reading support to children who were falling behind. This was usually through lack of support from home. The evaluation of the data over the year comparing the progress of the children with support and those without proved interesting. It was found that the support for older children (years 5 and 6) made little impact on their progress over the year. Therefore in 21/22 this group will receive in class interventions. Where support was most effective was for Y2, Y3 and Y4 children, for this group, the progress of these children exceeded that of their peers; with many of this group making accelerated progress. Therefore, children that were behind were catching up quickly. For our early readers in FS and Y1 the progress was limited however, this support will continue as for many of these children it was the only opportunity for them to read with an adult as they are not read with at home. So arguably, progress would have been even less without this support.

#### **Progression in maths**

Most progress has been made in maths this year. We found that parents were most confident in delivering maths during lockdown. Also the new White Rose workbooks we purchased this year have supported the provision in maths. We will continue with these next year.

#### **Summary of 2020/21 data**

Following the last two years disrupted by the pandemic we now have the lowest attainment we've ever had; the largest gap between pupil premium children and their peers and the classic gender divide in subjects. Please note: this was not the case in all the years before the pandemic and this demonstrates the impact of children being in full-time education at school.

#### **Lock down Provision**

All families in receipt of pupil premium received a Coop voucher £15 per child per week. These were not the vouchers arranged by the council as many of our parents are without transport and would not be able to access them. These were arranged by the school and the council agreed to pay.

The local community also provided Christmas hampers and food; we distributed the forms to PP families and families in need to support this project.

Wider strategies to broaden children's cultural capital: 50% subsidised trips and visits 50% subsidised music tuition 50% subsidised activities in school e.g. visiting productions/artists	The narrowness of children's cultural capital has a huge impact on their progress in reading comprehension and understanding across the curriculum.	3,4
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**Total budgeted cost: £42000**

**Note: costs are approximated as the use of tutoring, counselling etc is always dependent on need - there are no fixed hours. If the children require the support it is available.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading teaching assistants employed to support reading across school	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Reading Comprehension Strategies = +6 months Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months	1, 2,3,4
One to one tutoring with a teacher	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: One-to-one tuition = +5 months Reading Comprehension Strategies = +6 months	1,3
Pre-teach and catch up with a teaching assistant	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	1,3
Targeted interventions identified from teacher assessments	Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months	1,3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brighter Futures – Theraplay working with parents and children	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months Parental Engagement = + 4 Months.	5



## 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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for reading teaching assistants Teaching and learning on evidence based strategies to support Quality First Teaching	Supporting the attainment of disadvantaged pupils (DfE) 2015 suggests high quality teaching as a key feature of successful schools	1, 2, 3
Feedback and record keeping overtime for reading teaching assistants so that they can have professional dialogue with the teachers regarding progress and ensure teachers are aware of the feedback given to the children	Evidence from Education Endowment Foundation 'Teacher feedback to improve pupil learning' +2	1, 2,3
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics and Maths.  This includes cover costs and resources for: <ul style="list-style-type: none"> <li>• Participation in the NCETM 'Maths Mastery' programme</li> <li>• Phonics bug subscription, resources and books</li> </ul>	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> </ul> DfE The reading framework – teaching the foundations of literacy July 2021	1

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

Budgeted cost: £ 30000