

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	William Fletcher
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deborah Nind Headteacher
Pupil premium lead	Paul Austin Assistant Headteacher
Governor / Trustee lead	Anna Isles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,385
Recovery premium funding allocation this academic year	£4,785
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	£52,170

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to a variety of wider life and extra-curricular experiences. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The best way for disadvantaged children to make progress is through high-quality teaching and focusing on the areas they need the most support. We know that, from research, this is the best way to close any attainment gap.

We also want to make use of the government supported National Tutoring Programme and, where necessary, target non-disadvantaged pupils to ensure they receive additional support.

We understand the need to target the needs of the individual children and not make generalisations about the group as whole. We can do this through observations, discussions with the children, feedback from their teachers and analysing data. We will ensure we identify as early as possible any gaps the children have whilst ensuring that they are appropriately challenged.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations show our disadvantaged children have challenges around the development of writing skills. Across the ages, children need support in structuring their ideas for writing and developing a coherent writing style. In EYFS and KS1, children struggle with fine motor skills to help form letters correctly and in KS2 the use of correct and varied punctuation is a concern.
2	In EYFS, KS1 and lower KS2, reading attainment has been identified as a challenge through assessment, observations and discussion with pupils. In particular, these children struggle with segmenting and blending words correctly. This is impacting their ability to become fluent readers.
3	Our monitoring of attendance data shows us that our disadvantaged children attend school less regularly than our non-disadvantaged

	children. From September this year, the schools attendance is 96% with our disadvantaged children at 93%. Our observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Through termly discussions with our disadvantaged children, we have noted that they do not have access to the same wider-life and extra-curricular activities as their non-disadvantaged peers. This is impacting their ability to access experiences that will benefit their emotional, social and cultural well-being.

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 writing attainment for disadvantaged pupils at the end of KS2.	End of KS2 writing outcomes show that the percentage of disadvantaged children achieving at least the expected standard is the same as our non-disadvantaged children and national averages over the 3 year period.
Improved reading attainment among disadvantaged pupils at the end of KS2.	End of KS2 reading assessment show that the percentage of disadvantaged children achieving at least the expected standard is the same as our non-disadvantaged children and national averages over the 3 year period.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By the end of the 3 year period our disadvantaged children attendance to be the same as our non-disadvantaged children.
To provide and encourage our disadvantaged children to access extra-curricular, cultural and wider-life experiences.	Sustained high levels of engagement in extra-curricular activities and wider-life experiences, demonstrated by: <ul style="list-style-type: none"> • Pupil voice through SLT mentoring • Observations of increased self-esteem and self-confidence

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: £21,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on phonics.	The school continues to improve its phonics teaching across the school to enable our children to become more fluent readers.	1, 2
Training for staff on writing.	Staff training for the school's English lead and other members staff to improve the teaching of writing across the school.	1
Training for staff on reading.	Training across the school for all staff on reading to help improve the teaching and develop fluent readers.	2

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the National Tutoring Programme to fund Reading Quest intervention.	Tuition targeted at the individual needs to develop their reading fluency and comprehension.	2
Purchase of reading and writing resources for children in EYFS and KS1.	High quality resources provided to children to take home to help improve parental engagement to support learning at home.	1, 2
Trained TA's to deliver targeted reading interventions to support children (Reading Recovery, Code-X)	Specific interventions targeted across age ranges to support children's individual needs.	2
Speech and Language interventions delivered by TA's across EYFS and KS1.	Children's specific needs identified to improve early literacy skills as well as building confidence and self-esteem.	1, 2, 4

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of FSW to assist disadvantaged children and their families.	Based on previous experience, engaging with families to discuss their specific needs and how the school can help them improves attendance and well-being.	3, 4
Financial support for children to attend residential and trips.	By ensuring all children have access to the same opportunities shows an increase in attendance and well-being.	3, 4
Access to school-led and contracted sports coaching sessions, music lessons.	Giving children the opportunity to attend specific extra-curricular activities shows an increase in attendance and well-being.	3, 4
SLT mentoring of disadvantaged children in KS2.	Discussions with the children on a 1 to 1 level to understand their specific needs and strengths to ensure they get access to all opportunities.	1, 2, 3, 4

Total budgeted cost: £52,170

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.

We have identified reading in EYFS and KS1 and writing across the school as key priorities for the school. Our internal assessment during 2020/2021 shows that the number of children below the expected standard in reading and writing increased on the previous year. As well as an increase in the number of disadvantaged children joining the school, the main reason for this outcome is the impact of Covid-19. The children's learning was disrupted throughout the year and they were not able to benefit from some of our pupil premium funded initiatives and interventions. We managed to control some of this impact as we ensured the children had better access to reading materials during the January 2021 lockdown (compared to the March 2020) lockdown and, upon return to school, made use of the National Tutoring Programme by using the ReadingQuest (Quest for Learning) intervention. Similarly, in writing, we closely monitored the writing outcomes of the children at home but from staff discussions with parents, it was a common challenge amongst them to get children to write at home.

Attendance has been a continued concern amongst our disadvantaged pupils. Our overall attendance in 2020/2021 was 98.15% however, attendance for our disadvantaged pupils was 96.24%. Children whose attendance fell below 95% were carefully monitored and those with attendance below 90% plans were put in place to support these children and families.

Our observations and conversations indicated that disadvantaged children have not had the same cultural and wider-life experiences as their non-disadvantaged peers. Unfortunately for the majority of the year, no children were able to attend school trips, visitors were limited on site and groups were not able to mix. We feel these experiences are vital to children to support their well-being and this is something we will continue to build on this 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
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.