

Pupil premium strategy statement

This statement details our school's use of the Pupil Premium Grant and how we allocate the funding.

What is pupil premium?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal and children that have been in care for more than six months.

Eligible Pupils Criteria:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more
- Adopted from care
- Children of Armed Forces personnel

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Premium.

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	Michael Faraday
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	35% (147)
Academic year/years that our current pupil premium strategy plan covers	December 2021-December 2024 3 years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Michael Faraday Governing Body
Pupil premium lead	Elspeth Ahmed/Zoe Stevens
Governor lead	Meriam Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190,880
Recovery premium funding allocation this academic year	£ 23,166
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	£214,046

Part A: Pupil premium strategy plan

Statement of intent

At Michael Faraday we have embedded a culture of nurture and excellence. We celebrate success and we are committed in our aim for every child to make excellent progress and to achieve their very best.

To enable our children to flourish, our pupil premium strategy takes a tiered approach to ensure that all children, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour.

We work with our families, colleagues and partner agencies to make sure everyone has high aspirations and expectations for all of our children, regardless of background or individual barriers to success. In addition, we make use of educational research such as the Educational Endowment Fund, to guide us on how to use the school's staff and resources for maximum impact on success in school.

Objectives:

- We want our pupil premium children to academically achieve their best and we want to close the attainment gap between PP and all children in reading, writing and maths.
- We understand the importance of academic progress, but we also value the children's wellbeing and knowledge of the world around them and therefore our aim is for enrichment activities to be part of their provision. The need for providing enriching experience has been increased due to 'missed opportunities' as a result of the pandemic. It is widely known that school closures and restrictions have disproportionately impacted pupil premium children compared to their peers, and our strategy seeks to address this.
- We support our families to have good attendance and punctuality so learning opportunities are not missed.
- We will continue to develop children's social and interpersonal skills in order to best prepare them for their next steps in life.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it challenging to retain/recall prior knowledge.
2	Some disadvantage children do not show the learning behaviours that is needed to achieve well. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	Lack of school readiness: Low levels on entry of pupil premium pupils in Early Years, particularly in communication, literacy and language. A significant proportion of pupil premium children entering our nursery and reception do not have key basic skills, such as toileting and feeding themselves, nor are they emotionally ready to engage fully in education.
6	Lack of parental engagement: Hard to reach parents / carers, including negative perceptions or experience of education. Lack of support can hamper children with the completion of home learning and parents accessing learning materials.

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- how are we going to measure this?
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<ul style="list-style-type: none"> • Monitoring, evaluation and review cycle indicate vast majority of our teaching is of a high quality. • Books demonstrate good evidence of learning and at least good progress from starting points. • End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from individual starting points • End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. • Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. • Consistent implementation of excellent practice and high expectations across the school for reading.

<p>Children and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. The school to foster strong relationships with community groups who can offer further support for families.</p>	<ul style="list-style-type: none"> • SENCO and DHT identify and support families and children and ensure effective mechanisms in place to engage with and support parents to manage children's emotional, behavioural or mental health difficulties (i.e. signposting parents to a range of community organisations who can offer support to families.) • Children to feel safe and secure in their community and as a result be free to access learning and progress well. • Identified children are invited to Place2Be therapy and sessions with support staff. • Vulnerable disadvantaged children are also allocated a PP mentor, who will meet with them regularly and provide support/alleviate barriers. • Pupil and parent voice will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<p>Children have a breadth of experiences that enable them to make learning of the curriculum memorable. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> • Pupil voice will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. • Teachers and support staff will plan a wide range of trips/visitors/experiences to inspire/enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • Children are provided with a choice of after school clubs and extracurricular activities and pupil premium children's uptake of extracurricular activities are tracked and children targeted and encouraged to engage with clubs
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by DHT brings about and increase in PP pupils' attendance and a decrease in persistent absence.
<p>Improved writing, language and number outcomes for disadvantaged pupils in Reception.</p>	<ul style="list-style-type: none"> • Assessments and observations show improved outcomes in writing, language and number for disadvantaged pupils. This can be seen through progress data, engagement, portfolio scrutiny and formative assessment.
<p>All children to be physically healthy and understand the importance of engaging in daily exercise and eating a healthy balanced diet.</p>	<ul style="list-style-type: none"> • Children to be physically healthy and maintain a healthy weight. • Children to have good stamina for learning and high energy levels. • Children to engage in daily exercise and understand the importance of food choices on our ability to learn.

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.

Support the quality of teaching – Tier 1

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Smaller class sizes by appointing additional teachers</p> <p>4 additional KS2 teachers to provide smaller class sizes for reading, writing and maths. Children in smaller teaching groups and increasing the adult: pupil ratio will lead to a more targeted approach and more teacher time for each child.</p>	<p>Centre for Excellence and Outcomes in Children and Young People’s Services report – ‘The quality of teaching makes the biggest difference to learning outcomes.</p> <p>‘Coaching teachers in specific teaching strategies significantly raises outcomes for children living in poverty.’</p>	1
<p>Professional development</p> <ul style="list-style-type: none"> - Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. -Identify staff (teachers and support staff) needing support in specific areas of the curriculum and providing high quality CPD to meet these identified needs. -Mentor and tutor in place for ECTs and support tailored to individual needs. 	<p>EEF states: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/public/Item/Publication/Pupil-Premium-Guidance-IPDF.pdf</p> <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-school/school-improvement/planning/1-high-quality-teaching/</p>	1
<p>Embed rigorous monitoring, evaluation and assessment cycle so that it feeds directly into planning and support implemented at class and individual levels.</p> <ul style="list-style-type: none"> • Summative assessments take place on a termly basis and gaps analysis used to inform planning and interventions. 	<p>Assessment – both formative and summative -allows Black and Wiliam’s 1998 review of the English-language literature on formative assessment, concluded that: “... formative assessment does improve learning. The gains in</p>	1

<ul style="list-style-type: none"> • Learning walks and deep dives. Feedback given and adaptations, where needed, made. • On-going, daily year group discussions – adapting planning as the week progresses. • Regular pupil progress and pupil premium meetings where 'gaps' and next steps identified and put into place. • SLT/phase leaders supporting planning. • Plan teaching to stretch and challenge the most able to ensure that they produce work which builds on their prior knowledge and enables them to fulfil their potential. 	<p>achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions.'</p> <p>Ensuring clear differentiation, based on clear understanding of where each child is, means that each child is given appropriate, 'next step' learning which will enable progress to be made.</p>	
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Provide targeted academic support – Tier 2

Address and close gaps by planning and delivering structured interventions for pupils working below age related expectations or below targeted expectations.

Budgeted cost: £50,000 + £20,000 (tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by deputy head and intervention leader. Interventions to be carried out by experienced teachers and teaching assistants within school.</p> <ul style="list-style-type: none"> • SALT Package • Place2be therapy • In-school interventions such as (Phonics, 1st Class @ Number, precision teaching, reading between the lines, FFT Beanstalk readers TTRS for KS2 Readiwriter for KS2) 	<p>Meeting individual learning needs – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.</p> <p>Provision of QFT and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully.</p>	1
<p>Teachers to provide one-to-one after school tuition to targeted pupils after end of Autumn assessments.</p>		

<p>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest school teacher to support Pupil Premium children during forest schools' sessions.</p>	<p>https://www.forestresearch.gov.uk/documents/805/f0112forestschoosreport.pdf</p>	<p>3</p>
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Wider strategies: Tackle non-academic barriers to success in school, such as attendance, behaviour, social and emotional support – Tier 3

Ensure that all children have the essentials needed and to also then provide a wide variety of enrichment experiences for all pupils

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted programmes and interventions Identify those disadvantaged pupils who need emotional / social support and then provide effective support for through targeted support and interventions. -Appropriately deploy staff to support disadvantaged pupil's pastoral needs -Release time for SENCOs and Place2be therapist to support families with high need SEN and pupil premium children to provide pastoral support/therapy - Vulnerable children to be highlighted and supported through therapy sessions and interventions, such as ELSA intervention - All vulnerable PP children to be allocated a PP Mentor (shared responsibility between phase leaders) who will support them in alleviating barriers to learning by meeting regularly throughout the year.</p>	<p>Evidence from Education Endowment Foundation – small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through subsidising enriching experiences, trips and activities, holiday clubs, access to the residential for year 6 PP children and after school clubs • Millwall football club multi-skills • Football club • Sports coaches</p>	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>3</p>

<p>Robust system in place to identify and address poor attendance or punctuality</p> <ul style="list-style-type: none"> • On-going system in the school office for contacting families where a child has not attended school – improved system for parents to contact school, first day calling from office etc • DHT oversees attendance and arranges Early Help as appropriate. • SENCO oversees Medical Care Plans and liaises with nursing team support etc.. • Provision of free breakfast club (time specific for individuals as and when needed). 	<p>Children who arrive on time for school and have good attendance in general, make better progress. Research data published by the DFE indicates a significant impact of absenteeism on attainment: with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English Baccalaureate.</p> <p>http://www.smf.co.uk/wp-content/uploads/2017/07/Education-Commission-final-web-report.pdf</p> <p>Having a regular bedtime in term-time matters. Those who have a regular bedtime have a score 1.13 point higher than those who do not, and have progress between ages 5 and 11 that is 0.74 points higher.</p>	<p>4</p>
<p>School readiness</p> <p>Current Nursery and Reception:</p> <ul style="list-style-type: none"> • Focus on routines and expectations in first term • Adults and older pupils to model things such as using knife and forks, conversations etc. during lunch. • Speech and language interventions (SALT) • 'Motivation' systems for targeted individuals. • Supporting individual families – joint approach for things such as toileting, referral to school nursing team if needed. 	<p>School readiness is seen as a way of narrowing the attainment gap, breaking the cycle of poverty and preparing children for the formal learning of the Primary National Curriculum (Kay, 2018).</p>	<p>5</p>

<p>Transition:</p> <ul style="list-style-type: none"> • Continue with home visits and introductory sessions • Effective liaison with all feeder providers • Key expectations information produced and shared with feeder providers and parents • Social story for parents and pupils to share during summer holiday 		
<p>Parental Engagement programme</p> <p>Programme of events include:</p> <ul style="list-style-type: none"> • Workshops • Basic skills courses • Special events – such as Christmas Raffle, Summer Fair • Parent consultations • Celebration assemblies <p>A robust communication system maintained to ensure that families are kept up-to-date kept with school life (e.g texts, blogs)</p> <p>Attendance of the parents of those children in receipt of PPG monitored and personal invites given if needed.</p>	<p>A University of Winchester article: <i>The impact of parent engagement on learner success</i> A digest of research for teachers and parents highlights that Parent engagement in the educational development of their children improves attainment more than any other single factor. EEF key findings state that:</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>6</p>

Total budgeted cost: £ 215,000

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.

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact however this impact has been limited by COVID-19 related interruptions. The significance of the COVID impact is hard to quantify.

We identified early on that the impact of COVID-19 on our disadvantaged families would be disproportionately large compared to those who were not disadvantaged. In order to safeguard against a significant widening of the attainment gap over the course of the lockdowns, we ran an expanded 'key worker' provision, offering spaces disadvantaged families. On top of this offer, we provide computers, devices and 4G sim cards for all disadvantaged families to ensure online access to the virtual learning materials.

For those children both in, and outside of school during the lockdown, children had access to a full virtual curriculum with a blend of live and pre-recorded lessons across the curriculum, feedback and groups with teachers and support staff. Children's work was celebrated publicly and parents were in the continual communication with teachers via email.

For pupils who were less engaged, our Safeguarding team kept daily contact with families to support access to the curriculum. Further in-school places were given offered to pupils who had ongoing difficulties with attending virtually.

On the re-opening of schools, we appointed extra teachers to ensure the children in Key Stage 2 are taught in small groups, and therefore build in more capacity to target the children's individual needs in order to minimise the attainment gap.

Although overall attendance in 2020/21 higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are similar to previous years. Attendance continues to be a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted over the course of the year as a result of COVID. The impact has been felt by disadvantaged pupils and their peers. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A