Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Fakenham Primary Federation – Fakenham Infant and Nursery School and Fakenham Junior School. Both part of Synergy MAT
Number of pupils in school	175 (FINS) + 263 (FJS)
Proportion (%) of pupil premium eligible pupils	23.75%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-25
Date this statement was published	November 2024
Date on which it will be reviewed	December 2027
Pupil premium lead	Adam Mason Executive Headteacher
Governor / Trustee lead	Martin Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,320
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	£138,320

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 and achieve 'the best they can' across all subject areas. 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.
- We want to have a strategy across our federation so that early intervention can be carried out both for children deemed 'disadvantaged' and the hidden 'disadvantaged ' that due to universal FSM do not appear in the data until Y3
- We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. ~The funding is not ringfenced to the 'official' disadvantaged group or individuals.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our approach will be responsive to common challenges, individual needs, and will be rooted in assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils, and non-disadvantaged pupils, are challenged and supported in the work that they're set.
- act as early as possible to intervene at the point need is identified; this includes attendance.
- adopt a whole school approach in which all staff take responsibility and accountability for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils eligible for pupil premium also have other factors such as SEN, term of birth to consider when planning successful interventions and plans.
2	Oral/written language skills are generally low for all pupils this has a greater impact on those eligible for PP. This slows reading/writing progress and hinders their mathematical progress due to the language understanding and technical vocabulary.

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Historically, and in general, attainment and progress of the disadvantage group is below that of their peers
5	Historically, school attendance of the disadvantage group has been at least 3% points below their peers
6	Lack of experiences to build knowledge and understanding of the wider country and world.
7	We witness an approximate 30% increase in children eligible for FSM, and therefore PP funding, in Y3 due to children no longer receiving universal FSM.
8	Pupils eligible for PP have a higher mobility rate than those without receipt of PP; we generally see the number of children in a cohort attracting PP funding increase during their journey through our federation. Mobility is however low at Fakenham Primary Federation
9.	Children in the 'disadvantaged' group are more likely to need support of services above universal services, such as family support workers, social workers etc.
10.	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, this includes their self-esteem and well-being. Also, a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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 outcomes in EYFS assessments and Y1 phonics	The gap between the disadvantage group is as small as possible and less than the national average. There is at least 'good' progress of the disadvantaged group
Improved reading and writing attainment among disadvantaged pupils across school but in Y2 and Y6 teacher and formal assessments.	The gap between the disadvantage group is as small as possible and less than the national average. There is at least 'good' progress of the disadvantaged group.
Improved maths attainment for disadvantaged pupils at the end of KS2.	The gap between the disadvantage group is as small as possible and less than the national average. There is at least 'good' progress of the disadvantaged group.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve and sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing from 2023/4 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a positive report in pastoral work from the pastoral lead • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustain the high attendance from 2023/24 demonstrated by: • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 1.5%.

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: c *£80,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. – Hodder NTS tests to be purchased. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training.- i.e CLIPs in KS2	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. To use White Rose resources for home and school	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stage 1 &2	2
Schools to use the Cornerstones Curriculum to ensure an ambitious, rigorous structured curriculum	This has been investigated by Synergy MAT and being rolled out to all primaries in the Trust. Cornerstones' projects are rich with language, stories and vocabulary. Research shows that,	1,2,3,4

enable teachers to raise standards	'Language provides the foundation of thinking and learning and should be prioritised: 'Education Endowment Foundation (EEF) report Preparing for Literacy	
To embed the use of'The Literary Curriculum; in 2023-24	Synergy Multi-Academy Trust has researched the impact on schools who implement the curriculum and visited a local hub school. Rigours implementation does lead to improvement in writing standards across primary schools	2,4
Purchase of Read Write Inc resources; books, Oxford Owl, online Portal for use in FINS + where appropriate at FJS	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics	EEF (educationendowmentfoundation.org.uk)	3
Continued purchase of Accelerated Reader (including MyOn) a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Accelerated Reader has proven, at Fakenham Junior School, to be particularly effective for all children. Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University. "The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time." https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1, 2, 3
TT Rockstars,(KS2) Sumdog (KS1) SPaG.com, (KS2)Mymaths,(KS2) online learning software	The benefits of online learning are self-paced and sophisticated online education products can offer self-selected learning. Self-directed learning games encourage engagement and online education can support a range of learning styles. Advanced online tools can provide real-time assessment.	1, 2, 3, 4
Buy new and contemporary fictional texts and resource and update the non-fiction library content in both schools Buy texts to support the implementation on the Cornerstones Curriculum as required	The school library can be about many things – it can promote and support leisure-time reading, contribute to the social development of the students in the school and provide a place to study. In addition, it facilitates diverse life skills, thereby enhancing personal development in young children. It promotes curiosity, innovation, and critical thinking. It endorses desirable study habits in students. A library is truly integral to the teaching and learning processes.	2, 4

		5
To monitor barriers for attendance. Attendance lead to support support and challenge (2 days a week over the federation) To fund 5 days of pastoral support at both sites on top of attendance lead – this will support MH work with children and support vulnerable families.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance	

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

Budgeted cost: c £ *25000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Streamed phonics in FINS (KS1) + early phonics in EYFS infants using Read, Write, Inc. resources Targeted interventions for those falling behind in KS1 and those still not achieving in Y3 and Y4 in FJS	Separating courses into applied and academic streams allows educators to provide **individualised attention, lessons**, materials and resources to support students. Applied classes have a stronger focus on skill development and learning strategies, targeting practical application. In addition, phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	3
Offering support and training to other EY settings locally to support the early development of phonics before entry to FINS	Early support will enable children not in FINS nursery setting to have a similar experience and knowledge of phonics on entry to reception classes.	3
Targeted AR groups with additional TA support after school at FJS - Look at not only disadvantaged.	An after school 30 min AR school reading club will give students additional support in the process of learning to read and improving	2, 3, 4, 8

| Audit those who don't have access to computers and not regularly quizzing. New headphones for focused learning as required.

Use AR for higher achieving readers at FINS

To run a reading club after school	reading skills. This additional support with this crucial skill subsequently improves their whole educational experience.	
To use Sumdog at FINS to highlight and work on gaps in maths knowledge	The benefits of online learning are self-paced and sophisticated online education products can offer self-selected learning. Self-directed learning games encourage engagement and online education can support a range of learning styles. Advanced online tools can provide real-time assessment.	4
To use SATs companion in year 6 for homework to identify and narrow gaps in attainment	The benefits of online learning are self-paced and sophisticated online education products can offer self-selected learning. Self-directed learning games encourage engagement and online education can support a range of learning styles. Advanced online tools can provide real-time assessment.	4

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

Budgeted cost:c £ *35000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund the additional admin cost of monitor, tracking and intervening with improving attendance	DfE document – working together to improve attendance	5
Fund part payments of trips and activities	Improved wider world experiences and an opportunity for disadvantaged children to access trips locally and to improve well-being and attendance.	5, 6, 8

Audit of well-being resources around school and resources being currently used. Purchase resources required	An opportunity to use school council and pupil voice. The benefits of pupil voice: increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school, and providing the right conditions for the school community to become a learning community. **(Mitra, 2001; Rudduck et al., 2003)**	8
Continue to fund enrichment and use funds to bring in additional enrichment activities for all children	Enrichment promotes critical thinking and problem-solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding. Enrichment activities are fun, which helps students to become more engaged in their learning and retain more information.	5, 6, 8
A positive approach to school council with an aim of 25% disadvantaged pupils being given roles and responsibilities. In all roles and responsibilities around school aim of 25% to be proportionally represented.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attendance, attitudes, behaviour and relationships with peers):	5, 8
Two staff to be trained as step tutors and all staff to have updated training to improve school community well-being. This will be during 2025	To improve the school community in terms of well-being, behaviour and the positive ethos and vision we uphold. To empower staff to deal with behaviour in order to improve learning conditions for all children and staff.	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *140000*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Statutory Outcomes for Pupils

Year 6 Outcomes 23-24								
%	Reading		Writing		Maths		RWM	
	Ex+	GD	Ex+	GD	Ex+	GD	Ex+	GD
All	78	21	67	2	72	17	57	2
PP	71	24	65	6	77	18	59	6

Year 1 Outcomes 23-24		
%	Overall	PP
Phonics	77	67

Attendance 2023-24

Year Group	% attendance		
	All pupils	Non PP	PP
FINS Overall	94.2%	95%	91.1%
FJS Overall	95.5%	95.9%	95.2%