

Pupil Premium Strategy Evaluation – Firbeck Academy 2021-22



1. Summary information					
School	Firbeck Academy				
Academic Year	2021-22	Total PP budget	£64,237	Date of most recent PP Review	09.2022
Total number of pupils	167	Number of pupils eligible for PP	65	Date for next internal review of this strategy	04.2022 07.2022

Current attainment (Year 2 2022)				
	Pupils eligible for PP (your school)		All Pupils (National)	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	33%	0%	%	NA
% achieving the expected standard in reading	33%	0%	67%	NA
% achieving the expected standard in writing	33%	0%	58%	NA
% achieving the expected standard in maths	33%	0%	68%	NA

End of KS2 Outcomes in 2021 - 2022

	EXS %	GD %
R	69	15
W	62	0
M	73	19
GPS	73	4
Combined		58%

Current attainment (Year 6 2022)				
	Pupils eligible for PP (your school)		All Pupils (National)	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	56%	0%	59%	NA
% achieving the expected standard in reading	63%	0%	74%	NA
% achieving the expected standard in writing	56%	0%	69%	NA
% achieving the expected standard in maths	69%	0%	71%	NA

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Poor communication and language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)
B.	Many children entitled to PP enter Reception with skills, below what is typical, particularly in Communication and Language
C.	Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to peers).
D.	Poor early maths skills, linked with limited life experiences and opportunities to access number (Maths)
E.	Range of behavioural and emotional needs.

External barriers *(issues which also require action outside school, such as low attendance rates)*

F	Financial restrictions and limited access to wider enrichment activities
G	Attendance and engagement of PPG pupils' with school and learning following prolonged 'closures' as a result of COVID-19

Outcomes

	Desired outcomes and how they will be measured	Success Criteria
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A	<p>PP pupils are exposed to new vocabulary in the range of books they read and stories they hear. Pupils' breadth and use of vocabulary increases. Pupils fluency improves.</p>	<ul style="list-style-type: none"> • PP pupils are exposed to new vocabulary in the range of books they read and stories they hear. • Pupils' breadth and use of vocabulary increases • Pupils fluency improves • PP pupils' language/communication deficits are identified early • Remedial actions put into place to effectively address the needs of the pupils • PP pupils demonstrate improved levels of oracy and increased confidence in communication • PP pupils develop increased cultural capital
B	<p>Early Years to provide a language rich environment to optimise PP pupils speaking and listening opportunities. CPDL for all staff on developing communication and language Bid made for a 'stage' to be bought for EYFS outdoor provision to promote C&L Language will be modelled to PP children through meaningful communication in everyday conversation and a range of practical activities</p>	<ul style="list-style-type: none"> • GLD for pupils entitled to PP will be in line with or better than those not entitled. • The number of children achieving the expected standard in Reading and Writing by the end of Reception will increase.
C	<p>PP pupils reading skills improve (as evidenced in NTS Rising Stars standardised reading assessments)</p>	<ul style="list-style-type: none"> • The in-school gap in Reading outcomes between PP and non-PP pupils completely diminishes

		<ul style="list-style-type: none"> • Pupils demonstrate improved comprehension skills especially in relation to more challenging texts • More Able PP pupils achieving Greater Depth in Reading is in line with non PP pupils in school. • PP pupils reading skills improve (as evidenced by reading records, assessments) • PP pupils achieve challenging targets in Reading
D	PP pupils' confidence and understanding in number and number facts improves (as evidenced in formative assessments within continuous provision/daily maths and fluency lessons)	<ul style="list-style-type: none"> • Staff are confident and skilled in their early maths skills pedagogy to support all learners. • PP pupils demonstrate improved knowledge and understanding of number and number facts. • PP pupils' confidence and accuracy in solving age-related number problems improves. • The number of children achieving ELG in Number improves. • In school difference between PP and other children in school is diminished
E	Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> • The emotional needs of PP pupils are quickly identified and addressed by staff and SEMH Lead. • Supported PP pupils are able to sustain concentration in lessons. • There are significantly fewer incidents of poor behaviour by PP pupils as evidenced by CPOMS records. • Gaps in progress between PP and non PP pupils diminish significantly
F	Pupils have a breadth of experiences that enable them to contextualise their learning. Range of strategies used to improve quality of life and community attitudes towards school ensure that all pupils eligible for pupil premium attend school, wear uniform and have well-informed parents who engage with school.	<ul style="list-style-type: none"> • Our curriculum will provide pupils with exciting and engaging learning experiences • Teachers and support staff will plan a wide range of visits /experiences to inspire and enhance learning • 100% of PP pupils access all school trips and visits planned for their class • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day • All PP pupils have access to full school uniform
G	All disadvantaged pupils will at least meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance and school initiatives brings about an increase in PP pupils' attendance and a decrease in persistent absence • Positive pupil voice feedback on the school's curriculum offer • Scrutiny of pupil outcomes demonstrate increased engagement and productivity • Gaps in progress between PP and non PP pupils diminish significantly

