

The Firs Lower School  
**Pupil Premium Plan 2022/2023**



<b>Summary information</b>					
<b>School</b>	The Firs Lower School				
<b>Academic Year</b>	2022/2023	<b>Total PP budget</b>	Allocation: £16471 Carry forward: £541.20 <b>Total: £17,012</b>	<b>Date of most recent PP Review: July 23</b>	
<b>1. Long term priorities for pupil premium expenditure</b>					
<b>Priority 1</b>	Maintaining our commitment to the development of Quality First Teaching skills, through high quality CPD, mentoring and high quality Performance Management processes.				
<b>Priority 2</b>	Capacity to ensure highly individualised and ambitious targeted support for those children with cognitive and emotional needs.				
<b>Priority 3</b>	Introduce structured programme for tracking the provision for and achievement of disadvantaged children				
<b>Barriers to future attainment for our pupils eligible for PP:</b>					
In - School Barriers:	1. Significant multiple vulnerabilities impacting on disadvantaged Children’s capacity for equal levels of attainment and progress particularly in Year 1 and 4.				
	2. Capacity to support the significant social, emotional and mental health needs of a large group of disadvantaged children impacting on behaviour choices for some pupils.				
	3. Impact of financial constraints on provision.				
External barriers:	1. A lack of wider life experiences, contributing to lesser spiritual, moral, social and cultural, physical and academic opportunities. 2. Impact of school closure over the last two years due to Covid19 and the resultant “missed” educational and social opportunities.				

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2. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria	Measuring outcomes
<b>A</b>	<b>Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.</b>	<ul style="list-style-type: none"> <li>Metacognition and self-regulation techniques introduced to pupil premium children will be evident within class.</li> <li>Weekly 1:1 pastoral support sessions enhance outcomes for pupil premium children needing support.</li> <li>Pupil engagement with the PPP process (See C) helps to pinpoint personal strengths and areas of interest which staff can use to motivate and build self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>The number of behaviour incidents reduces</li> <li>Children engage more with learning.</li> <li>Impact of commitment to active learning can be seen in readiness to learn.</li> <li>Classroom observations, meetings with class teachers and progress with short step targets will be a way of measuring the impact.</li> </ul>
<b>B</b>	<b>Disadvantaged pupils make good progress with their short step targets.</b>	<ul style="list-style-type: none"> <li>As part of the Target Monitoring process, consideration of the progress made by disadvantaged children will be prioritised and strategies for additional support agreed where needed.</li> <li>Support for disadvantaged children will be prioritised by staff when planning learning and feedback.</li> <li>Accelerated Reader will be introduced in KS2 to better target less able readers</li> <li>Approaches in use of RWI will be enhanced to better track less able / PP reading progress with continued use of successful and proven 1:1 tutoring.</li> <li>Social interventions such as lego therapy, sensory circuits, use of the Sensory Room will be used for children who find difficulty interacting positively.</li> <li>Disadvantaged children will be a priority for school-led tutoring and following the access of this programme last year, the focus will, once again, be on maths.</li> </ul>	<ul style="list-style-type: none"> <li>Termly target monitoring meetings.</li> <li>AR Usage and progress will be tracked regularly to monitor the effectiveness of provision.</li> <li>Half termly read, write, inc assessments will monitor the success of 1:1 tuition</li> <li>Children taking part in intervention programmes will, where appropriate, be assessed using a strengths and difficulties questionnaire – both at home and at school. The results will be compared at the beginning and end of each set of sessions.</li> </ul>
<b>C</b>	<b>Building on RADY programme by introducing a</b>	<ul style="list-style-type: none"> <li>Devise a draft PPP (Pupil Premium Profile) to be completed for all PP children. To include strengths, difficulties, interests, child's views,</li> </ul>	<ul style="list-style-type: none"> <li>School to evaluate the progress with enhancing provision for disadvantaged children.</li> </ul>

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	<p><b>structured programme involving an individual Pupil Premium Profile for tracking the provision for and achievement of disadvantaged children</b></p>	<p>3 key termly targets. Work towards simplicity - a document that can be created and tweaked every year. (aut 22)</p> <ul style="list-style-type: none"> <li>● Review PPP draft and amend as necessary (aut 22)</li> <li>● Launch PPP to staff. (spring 23)</li> <li>● Staff to identify any other vulnerable pupils (Due to SEND or emotionally vulnerable) How are they being supported? Agree short step objectives that could be communicated to a colleague e.g. subject leader / parent etc. (spring 23)</li> <li>● Review PPPs - PP leader to take lead in this and assist staff where possible. (sum 23)</li> </ul>	<ul style="list-style-type: none"> <li>- Has a manageable system for tracking PP been implemented?</li> <li>- Has the system produced the necessary evidence concerning our provision?</li> <li>- Impact on outcomes?</li> </ul>
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**3. Review of Outcomes and expenditure**

**Review of 22/23 Plan – To be completed Summer 2023**

<b>Intended outcome A</b>	<b>Action</b>	<b>Impact / rationale:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Cost</b>
<p>Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.</p>	<ul style="list-style-type: none"> <li>● Metacognition and self-regulation techniques introduced to pupil premium children.</li> <li>● Weekly 1:1 pastoral support sessions conducted.</li> <li>● Pupil engagement with the PPP process introduced.</li> </ul>	<ul style="list-style-type: none"> <li>● The number of behaviour incidents has reduced over the course of the year with positive impacts for vulnerable children in terms of minimising the impact on learning.</li> <li>● Monitoring evidence has shown that certain key vulnerable children engaged more successfully with their learning during the course of the year.</li> <li>● Staff worked hard to develop positive relationships with vulnerable pupils and this combined with the supportive structures in place ensured that children had more positive social times and were more settled at the beginning of sessions.</li> <li>● Classroom observations, meetings with class teachers and progress with short step targets indicated the success made by vulnerable children in receipt of pupil premium.</li> </ul>	<p><b>£2455</b></p>

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<b>Intended outcome B</b>	<b>Action</b>	<b>Impact / rationale:</b> : Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Cost</b>
Disadvantaged pupils make good progress with their short step targets.	<ul style="list-style-type: none"> <li>● Progress of disadvantaged children evaluated and discussed as a priority in Target Monitoring meetings</li> <li>● Support for disadvantaged children prioritised by staff when planning learning and feedback.</li> <li>● Accelerated Reader introduced in KS2</li> <li>● Approaches in use of RWI were enhanced to better track less able / PP children</li> <li>● Social interventions such as lego therapy, sensory circuits and use of the Sensory Room featured in provision n 22/23</li> <li>● Disadvantaged children were made a priority for school-led tutoring (maths)</li> </ul>	<ul style="list-style-type: none"> <li>● The Pupil Premium Plans provide a useful and manageable system for setting short step targets and monitoring children's progress.</li> <li>● The PPPs are reviewed regularly, which means that strategies can be evaluated and changed or enhanced as needed.</li> <li>● 48% of the short step targets set for disadvantaged children were met during the 22/23 academic year and a further 35% were partially met.</li> </ul>	<b>£8,258</b>

<b>Intended outcome C</b>	<b>Action</b>	<b>Impact / rationale:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Cost</b>

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<p>Building on RADY programme by introducing a structured programme involving an individual Pupil Premium Profile for tracking the provision for and achievement of disadvantaged children</p>	<ul style="list-style-type: none"> <li>● PPP (Pupil Premium Profile) created for all PP children autumn 22</li> <li>● PPP launched spring 23</li> <li>● Review of PPPs took place summer 23</li> </ul>	<ul style="list-style-type: none"> <li>● As stated above, the Pupil Premium Plans provided a useful and manageable system for setting short step targets and monitoring children's progress.</li> <li>● Staff benefited from the dedicated time set aside to complete the PPPs and PPP reviews as discussion with colleagues enabled the exchange of ideas and good practice that was beneficial to pupil outcomes.</li> <li>● The PPPs were reviewed regularly, which means that strategies can be evaluated and changed or enhanced as needed.</li> <li>● 48% of the short step targets set for disadvantaged children were met during the 22/23 academic year and a further 35% were partially met. This is valuable progress that children can build on in subsequent years.</li> <li>● The PPP system has created a system that ensures suitable short step targets are set and monitored and that there is a regular focus on disadvantaged pupils and their achievement.</li> </ul>	<p><b>£4,129</b></p>
<p>Total Allocation 2022/2023: £17,012                  Total spending 2022/2023: £14,842                  Carry forward for 2023/2024: £2,170</p>			

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Attainment 22/23	<i>Pupils eligible for PP All 27 pupils YR-Y4</i>	<i>All Pupils</i>
% achieving expected standard or above in reading,	Reading - 52%	<p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">Year R - Firs 2023 - 86%</p> <p style="text-align: center;">Year R - National 2022 - (reading / writing combined - 73%)</p> <p style="text-align: center;">Y1 Phonics - Firs 2023 - 98%</p> <p style="text-align: center;">Y1 Phonics - National 2022- 75%</p> <p style="text-align: center;">KS1 - Firs 2023 - 86%</p> <p style="text-align: center;">KS1 - National 2022 - 67%</p>
% achieving expected standard or above in writing	Writing - 22%	<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">Year R - Firs 2023 - 76%</p> <p style="text-align: center;">Year R - National 2022 - (reading / writing combined - 73%)</p> <p style="text-align: center;">KS1 - Firs 2023 - 79%</p> <p style="text-align: center;">KS1 - National 2022 - 58%</p>
% achieving expected standard or above in maths	Maths - 37%	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">Year R - Firs 2023 - 78%</p> <p style="text-align: center;">Year R - National 2022 - 78%</p> <p style="text-align: center;">KS1 - Firs 2023 - 82%</p> <p style="text-align: center;">KS1 - National 2022 - 68%</p>