

The Firs Lower School  
Pupil Premium Plan 2023/2024



Summary information					
<b>School</b>	The Firs Lower School				
<b>Academic Year</b>	2023/2024	<b>Total PP budget</b>	Allocation: £30,555 Carry forward: £2,170 <b>Total: £32,725</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>	Embed and further refine the 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 2.				
	2. Capacity to support the significant social, emotional and mental health needs 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. Continuing impact of school closure over the last two years due to Covid19 and the resultant "missed" educational and social opportunities. Related impact on pupil attendance, particularly impacting disadvantaged pupils.				

2. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria	Measuring outcomes
<b>A</b>	<b>Good quality pastoral support and a whole school focus on developing a relational and restorative culture supports disadvantaged children in making 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 used successfully 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> <li>Whole school development programme planned as part of 23/24 School Development Plan supports the school in developing a 'Firs Way' or approach to developing a shared and positive restorative culture.</li> </ul>	<ul style="list-style-type: none"> <li>The number of behaviour incidents reduces</li> <li>A positive and supportive school / classroom culture is an enabling factor to support enhanced progress.</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.</li> <li>Support for disadvantaged children will be prioritised by staff when planning learning and feedback.</li> <li>Accelerated Reader will be enhanced to better support and encourage less able readers.</li> <li>Social interventions such as lego therapy, sensory circuits, use of the Sensory Room will continue to be used for children who find difficulty interacting with others.</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>

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<b>C</b>	<b>Building on the introduction of Pupil Premium Profiles last year to ensure the approach is embedded and refined.</b>	<ul style="list-style-type: none"> <li>Enhance PPP system to include interests, child's views (aut 23)</li> <li>Ensure the system of regular reviews of PPPs is maintained and appropriate support is given to new staff in the setting of appropriate and measurable short step targets.</li> <li>Introduce a system to keep parents / carers better informed regarding the provision being made for pupils on a PPP. (Spring 24).</li> </ul>	<ul style="list-style-type: none"> <li>School to evaluate the progress with enhancing provision for disadvantaged children. <ul style="list-style-type: none"> <li>Has a manageable system for tracking PP been maintained and enhanced?</li> <li>Has the system continued to produce the necessary evidence concerning our provision?</li> <li>Impact on outcomes?</li> </ul> </li> </ul>
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**3. Review of Outcomes and expenditure**

**Review of 23/24 Plan – To be completed Summer 2024**

<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>
Good quality pastoral support and a whole school focus on developing a relational and restorative culture supports disadvantaged children in making good or better rates of progress and this impacts on attainment for these pupils.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<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>

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Disadvantaged pupils make good progress with their short step targets.	•	•	Cost
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Intended outcome C	Action	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Building on the introduction of Pupil Premium Profiles last year to ensure the approach is embedded and refined.	•	•	
Total Allocation 2023/2024: ££32,725 Total spending 2023/2024: £ Carry forward for 2024/2025: £			

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<b>Attainment 23/24</b>	<b><i>Pupils eligible for PP 27 pupils YR-Y4</i></b>	<b><i>All Pupils</i></b>
% achieving expected standard or above in reading,	Reading -	<b>Reading</b>
% achieving expected standard or above in writing	Writing -	<b>Writing</b>
% achieving expected standard or above in maths	Maths -	<b>Maths</b>