

The Firs Lower School
Pupil Premium Plan 2023/2024



Summary information					
School	The Firs Lower School				
Academic Year	2023/2024	Total PP budget	Allocation: £36,480 Carry forward: £2,170 Total: £38,650	Date of most recent PP Review: July 24	
1. Long term priorities for pupil premium expenditure					
Priority 1	Maintaining our commitment to the development of Quality First Teaching skills, through high quality CPD, mentoring and high quality Performance Management processes.				
Priority 2	Capacity to ensure highly individualised and ambitious targeted support for those children with cognitive and emotional needs.				
Priority 3	Embed and further refine the structured programme for tracking the provision for and achievement of disadvantaged children.				
Barriers to future attainment for our pupils eligible for PP:					
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
A	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"> ● Metacognition and self-regulation techniques used successfully to pupil premium children will be evident within class. ● Weekly 1:1 pastoral support sessions enhance outcomes for pupil premium children needing support. ● 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. ● 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. 	<ul style="list-style-type: none"> ● The number of behaviour incidents reduces ● A positive and supportive school / classroom culture is an enabling factor to support enhanced progress. ● Children engage more with learning. ● Impact of commitment to active learning can be seen in readiness to learn. ● Classroom observations, meetings with class teachers and progress with short step targets will be a way of measuring the impact.
B	Disadvantaged pupils make good progress with their short step targets.	<ul style="list-style-type: none"> ● As part of the Target Monitoring process, consideration of the progress made by disadvantaged children will be prioritised and strategies for additional support agreed. ● Support for disadvantaged children will be prioritised by staff when planning learning and feedback. ● Accelerated Reader will be enhanced to better support and encourage less able readers. ● 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. 	<ul style="list-style-type: none"> ● Termly target monitoring meetings. ● AR Usage and progress will be tracked regularly to monitor the effectiveness of provision. ● Half termly read, write, inc assessments will monitor the success of 1:1 tuition ● 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.

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<p>C</p>	<p>Building on the introduction of Pupil Premium Profiles last year to ensure the approach is embedded and refined.</p>	<ul style="list-style-type: none"> ● Enhance PPP system to include interests, child’s views (aut 23) ● 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. ● Introduce a system to keep parents / carers better informed regarding the provision being made for pupils on a PPP. (Spring 24). 	<ul style="list-style-type: none"> ● School to evaluate the progress with enhancing provision for disadvantaged children. <ul style="list-style-type: none"> - Has a manageable system for tracking PP been maintained and enhanced? - Has the system continued to produce the necessary evidence concerning our provision? - Impact on outcomes?
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3. Review of Outcomes and expenditure

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

<p>Intended outcome A</p>	<p>Action</p>	<p>Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Cost</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Significant time has been put into providing training to ensure metacognition and self-regulation techniques are used successfully for pupil premium and other children. ● Weekly 1:1 pastoral support sessions have been undertaken for pupil premium children needing support. ● Pupil engagement with the PPP process has been undertaken either by the class teacher or PP Leader to help to pinpoint personal strengths and areas of interest, which 	<ul style="list-style-type: none"> ● The number of behaviour incidents has reduced in some areas of the school although there is still work to do supporting some individuals and staff working at certain periods of the day, such as lunchtime. ● A positive and supportive school / classroom culture is an enabling factor to support enhanced progress with check in circles, emotions registers and calm and supportive adult behaviour and approaches supporting learning for all, including children in receipt of pupil premium. ● There has been considerable evidence across the school from regular classroom observations of children engaging well with learning. ● Children have made good progress with short step targets - see section B below. 	<p>£8607</p>

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	<p>staff can use to motivate and build self esteem.</p> <ul style="list-style-type: none"> The whole school development programme as part of 23/24 School Development Plan has supported the school in developing a 'Firs Way' approach to developing a shared and positive relational and restorative culture. 		
Intended outcome B	Action	Impact / rationale: : Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Disadvantaged pupils make good progress with their short step targets.	<ul style="list-style-type: none"> As part of the Target Monitoring process, consideration was made regarding the progress made by disadvantaged children and strategies for additional support agreed. Support for disadvantaged children was prioritised by staff when planning learning and feedback. Progress of disadvantaged children was focused on in all work scrutiny exercises in literacy and maths and feedback given to teachers for each individual. Additional support was given as part of the Accelerated Reader 	<ul style="list-style-type: none"> Since being introduced in 22/23, The Pupil Premium Plans have continued to provide a very useful and manageable system for setting short step targets and monitoring children's progress. The PPPs are reviewed regularly, which means that strategies can be evaluated and changed or enhanced as needed. 79% of short step targets in 23/24 were achieved or partially achieved. 	<p>Cost</p> <p>£22,556</p>

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	<p>programme to support less able readers to make faster progress.</p> <ul style="list-style-type: none"> • Social interventions such as lego therapy, sensory circuits, the Hamish and Milo programme and the use of the Sensory Room were used to support children with social and emotional development. 		
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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
<p>Building on the introduction of Pupil Premium Profiles last year to ensure the approach is embedded and refined.</p>	<ul style="list-style-type: none"> • We have enhanced the PPP target setting and tracking system to include the interests and views of children. • We have ensured 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. • We have Introduced a system to keep parents / carers better informed regarding the provision being made for pupils on a PPP. 	<ul style="list-style-type: none"> • The PPP system has provided a very useful and manageable tracking tool and the addition of information about children's interests and preferences has complimented the performance and progress data already present. • The provision of regular staff meeting time has ensured that reviews take place, there is time for professional dialogue to standardise approaches and share best practice and has reduced the impact on teacher workload. • Ensuring plans are shared with parents is a critical part of the partnership working that will produce best outcomes for children. 	<p>£5,822</p>

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Total Allocation 2023/2024: £36,480
 Total spending 2023/2024: £36,985
 Carry forward for 2024/2025: £0

Attainment 23/24	<i>Pupils eligible for PP All 26 pupils YR-Y4</i>	<i>All Pupils</i>
% achieving expected standard or above in reading,	Reading - 58%	<p style="text-align: center;">Reading</p> <p>Year R - Firs 24 - word reading - 85%, Comprehension - 80% - Literacy - 80% Year R - National 2022 - Literacy (reading / writing combined - 70%) Y1 Phonics - Firs 2024 - 89% Y1 Phonics - National 2023- 79% KS1 - Firs 2024 - 73% KS1 - National 2023 - 68% Y4 - 79%</p>
% achieving expected standard or above in writing	Writing - 27%	<p style="text-align: center;">Writing</p> <p>Year R - Firs 2024 - 76% Year R - National 2022 - (reading / writing combined - 70%) KS1 - Firs 2024 - 44% KS1 - National 2022 - 60% Y4 - 60%</p>

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% achieving expected standard or above in maths	Maths - 50%	<p style="text-align: center;">Maths Year R - Firs 2024 - 79% Year R - National 2023 - 77% KS1 - Firs 2024 - 70% KS1 - National 2023 - 70% Y4 - 77%</p>
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