



Finchale Primary School Pupil Premium Strategy Statement 2024 - 2025

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	Finchale Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	2.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2024- 2025
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs. Gayle Foster & Dr Sandra Whitton
Pupil premium lead	Mrs Margaret Sleeman
Governor lead	Mrs. Gayle Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 15,040

Part A: Pupil premium strategy plan

Statement of intent

At Finchale Primary School, we believe that every member of our school should feel valued, respected and part of our caring community. Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. We aim to support disadvantaged pupils to achieve this, including those who are already high attainers.

We are proud of our curriculum and the range of experiences we provide for our children. High-quality teaching and creating a love of learning are at the heart of our school. All aspects of our curriculum are accessible to our pupils. We provide a rich, challenging curriculum, which stretches all of our children. We have a focused approach as to how we can raise the attainment of our disadvantaged pupils, whilst also ensuring that the attainment of non-disadvantaged pupils is also sustained and improved. Whilst our main aim is to raise academic attainment, we also aim to ensure that our children have high aspirations and a wide range of opportunities and experiences to develop confidence.

We will focus on high quality teaching and learning to support disadvantaged children in the areas where they 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. Our decisions are based on analysis of our data, conversations with staff and responding to current educational evidence.

We see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Providing high-quality teaching for all of our children.
- Supporting disadvantaged learners at all levels of attainment.
- Working to close the attainment gap, where this is evident, between disadvantaged children and their peers.
- Promoting an ethos of attainment for all children where they have high aspirations to achieve their goals and reach their true potential.
- Having individualised approaches to address barriers to learning at an early stage through intervention and/or booster sessions.
- Make decisions based on detailed data analysis and responding to evidence.

We will plan and implement support through a tiered approach:

1. Providing high-quality teaching
2. Providing targeted academic support
3. Identifying and targeting wider strategies.

Our mission statement is, 'We see the magic in every child ... and help make them sparkle'. We will define how we intend to do this for our pupils below.

Challenges

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

Challenge number	Detail of challenge
1	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
2	Emotional/mental wellbeing is very important for all of our pupils. For some of our disadvantaged pupils, this is low compared to their peers which is having an impact on their ability to concentrate on academic activities.
3	Some of our disadvantaged pupils have gaps in phonics/spelling knowledge.
4	Low reading results indicate some disadvantaged pupils have problems applying their phonics and CEW knowledge when reading as well as having gaps in their comprehension skills. This also has an impact on writing outcomes.
5	Assessments and discussions with staff have shown that there are gaps in mathematical skills with some disadvantaged pupils.
6	Some of our disadvantaged pupils have limited access to cultural/social activities.
7	Some of our disadvantaged pupils' handwriting is not at the expected standard.
8	Ensuring our disadvantaged pupils can access the oracy, reading and written aspects of our curriculum.

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
Increased proportions of pupils will reach ARE or +ARE in reading, writing, mathematics and spelling/phonics across the school.	Assessments, book scrutinies, observations and discussions with staff and pupils identify that high quality teaching and feedback is taking place. Increased proportions of disadvantaged pupils will reach ARE or +ARE at the end of Key Stage 1 and Key Stage 2 by the end of 2025.
To improve the emotional and mental wellbeing of our pupils as well as how emotionally resilient our identified pupils are. This will have a positive impact on their concentration and attainment.	Trained staff will work with identified pupils. Sustained high levels of wellbeing (and attainment) will be observed and demonstrated through lesson observations and discussions with staff and pupils as well as through data from pupil questionnaires and parent questionnaires.

To continue to reduce the gap between disadvantaged pupils and others in phonics and with known spelling rules.	Trained staff will carry out phonics and spelling intervention sessions. Gaps in phonics and spelling rules knowledge of pupils will be reduced. This will be evidenced through teacher observations and assessments. Increased proportions of disadvantaged pupils will meet the expected standard in the phonics screening check at the end of Year 1 and will reach ARE or +ARE at the end of Key Stage 1 and Key Stage 2 by the end of 2025.
To continue to reduce the gap between disadvantaged pupils and others in reading (fluency) and comprehension skills.	Gaps in reading assessment scores between Pupil Premium pupils and other pupils diminishes through the use of targeted reading sessions and higher engagement with accessing Reading Plus (for pupils in Key Stage 2). This will be evidenced through teacher observations and assessments. Increased proportions of disadvantaged pupils will reach ARE or +ARE at the end of Key Stage 1 and Key Stage 2 by the end of 2025.
To reduce the gaps between disadvantaged pupils and others in mathematics.	Pupils have a stronger ability to apply their mathematics knowledge to mathematical thinking questions (reasoning and problem solving questions). Gaps in attainment in mathematics between disadvantaged pupils and other pupils will be reduced. This will be evidenced through teacher observations and assessments. Increased proportions of disadvantaged pupils will reach ARE or +ARE at the end of Key Stage 1 and Key Stage 2 by the end of 2025.
Disadvantaged pupils will have the opportunity to access a range of enrichment activities.	Disadvantaged pupils will access music lessons and residential trips. Our Disadvantaged pupils will be offered the opportunity to access fully funded music lessons. Residential trips (for one year) will also be funded.
To reduce the gap between disadvantaged pupils' handwriting and others.	The presentation, speed and legibility of pupils' handwriting will have improved.
To ensure our disadvantaged pupils can access the oracy, reading and written aspects of our curriculum.	Pupils will be able to access all parts of the curriculum through adapted teaching, resources and targeted booster/intervention sessions that support this.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths co-ordinator and deputy co-ordinator to continue to access Mastery Lead Training (Sustaining) as part of the Maths Hub Network. Where there is the opportunity, staff (including TAs) are to access training through the Hub. Maths Co-ordinator to lead training with staff around vocabulary and delivering maths lessons (making explicit links to previous learning) and focusing on areas covered during Maths Hub training.	Teaching for mastery aims to support all children to have a deeper understanding of the subject and the ability to apply it in a variety of situations. A guidance report from the Education Endowment Foundation highlights the success of the mastery approach in mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 It also explains how it is high impact for very low cost and the average impact of having a mastery teaching/learning approach has an impact of an additional five months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Making explicit links to prior learning and further developing retention and recall of varied fluency facts are extremely important to pupils retaining information and being able to apply their knowledge. The correct use of mathematical vocabulary is important to allow our pupils to think and speak as mathematicians. This will further enhance our mastery approach to mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 and 5
Maths Co-ordinator to attend Network meetings each term to ensure they are up-to-date with educational developments and these can be shared with staff.	Attendance at Network Meetings will allow the maths co-ordinator to be aware of current developments in mathematics. This can be shared with staff and any new initiatives or teaching points can be used in the classroom which will strengthen practice.	1 and 5
English Co-ordinator to attend Network meetings each term to ensure they are up-to-date with educational developments and these can be shared with staff.	Attendance at Network Meetings will allow the English co-ordinator to be aware of current developments. This can be shared with staff and any new initiatives or teaching points can be used in the classroom which will strengthen practice.	1, 4 and 8
Staff to use White Rose Maths scheme to support their mastery in mathematics teaching in school.	Teaching for mastery aims to support all children to have a deeper understanding of the subject and the ability to apply it in a variety of situations. A guidance report from the Education Endowment Foundation highlights the success of the mastery approach in mathematics. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1 and 5

To further enhance pupils' knowledge and understanding of mathematical thinking questions in school. To further develop retention and recall of varied fluency facts in mathematics.	It also explains how it is high impact for very low cost and the average impact of having a mastery teaching/learning approach has an impact of an additional five months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Staff will continue to access training on using the VIPERS approach in reading comprehension work. This will then continue to be taught explicitly in class.	Explicitly teaching reading comprehension strategies has been identified as a way of improving pupils' comprehension of texts. The following report supports this. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 4 and 8
Use of Reading Plus for pupils in Key Stage 2 (all year) and Year 2 for the Summer Term.	The EEF document on Reading Comprehension Strategies has shown that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and to improve reading comprehension. Reading Plus does this by carrying out individual assessments, assigning appropriate age and levelled texts and an appropriate reading speed. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading Plus have identified through their own research that if Reading Plus is used regularly (3 x 30 minute sessions per week) they would expect pupils to be reading texts 12 to 18 months in advance of their start point on Reading Plus and an improvement in comprehension based rate of 30-40 words per minute. https://go.dreambox.com/rs/715-ORW-647/images/theoretical-framework-foundational-research.pdf	1, 4 and 8
All pupils to access a high quality RSHE curriculum (including Zones of Regulation).	This will enable our pupils to have a more secure understanding of their own emotions, improve their social skills and ensure they have a firm understanding of the world around them whilst equipping them so they can establish safe and secure relationships. Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
Use of the Monster Phonics scheme in Key Stage 1 and for interventions/boosters in Key Stage 2.	Key findings in the Education Endowment Foundation's research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. There is a high impact for very low cost. This is based on extensive evidence.	1 and 3

(All staff have received training in this.)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Use of the Superhero Spelling scheme in Key Stage 2. (Staff have received training in this)	In the EEF Improving Literacy in Key Stage 2, recommendation 5 identifies the importance of teaching and recognising types of spelling error. It states that spellings should be explicitly taught and pupils should be provided with extensive opportunities to practise them. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702422739	1 and 3
Use of Fred's Teaching in Key Stage 2 to promote fluency and comprehension.	Use of Fred's Teaching Fluent in Five resources is aimed to help improve fluency and speed in reading. This will have a positive impact in reading, comprehension, and other curriculum areas.	1, 4 and 8
'Letter-join' handwriting scheme to be implemented across school.	Improvement in presentation of work will have a positive impact on pupils' work in other areas of the curriculum.	7
Use of TTRockstars/Numbots to improve varied fluency in school.	Use of TTRockstars and Numbots in school has shown an increase in automaticity and fluency in our pupils. This is something we want to continue.	1 and 5
Use of Spelling Shed in Key Stage 2 to further enhance the teaching of spelling	In the EEF Improving Literacy in Key Stage 2, recommendation 5 identifies the importance of teaching and recognising types of spelling error. It states that spellings should be explicitly taught and pupils should be provided with extensive opportunities to practise them. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702422739	1, 4 and 8

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

Budgeted cost: £5883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants will deliver small group or one-on-one reading Interventions.	Research has shown that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. This is more easily identifiable when a smaller reading group intervention is taking place. The focus of these interventions will be to increase fluency, confidence and understanding of the text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4 and 8
Teaching Assistants will deliver small	The independent evaluation by EEF found that children offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children. Children eligible for Free School	3, 4 and 8

group Lexia sessions.	Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	
Teaching Assistants will deliver small group or one-to-one mathematics interventions or booster sessions.	Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Studies into early number approaches indicate that, on average, they can have a positive impact on learning equivalent to approximately six months' additional progress for early mathematics outcomes. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill and commit a regular amount of time to developing mathematics. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	5
Teaching assistants to deliver handwriting/fine motor letter recognition sessions.	Research carried out by the EEF has shown that It is important to promote the basic skills of writing skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting. If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1702422739	7
Teaching Assistants will deliver small group or individual phonics Interventions.	Research shows that the teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Our pupils will access small group intervention sessions that are specifically tailored for their needs. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Teaching Assistants will deliver small group or one-to-one spelling interventions.	Research shows that teaching assistant interventions can provide a large positive impact on learner outcomes but how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. Staff are well versed, and have received specific training, in precision teaching. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £2353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Wellbeing co-ordinator to support pupils with emotional wellbeing.	Some of our pupils have found it difficult to regulate and manage their emotions. These interventions are specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils and recognising and managing emotions. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
Sensory Circuits	Some pupils find it difficult to engage effectively with the physical, social, emotional and curricular challenges of the school day. Effective sensory integration and processing enables pupils to respond appropriately to different stimuli in their environment and informs their everyday functioning.	2
Music lessons	The Education Endowment Foundation research into Arts Participation has shown that these approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
Payments for visitors and residential visits	The results of a six-year research study by the Learning Away project (independently carried out by York Consulting) into the impact of school residential showed that students' resilience, self-confidence and wellbeing improved. https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article	3 and 6
Parent groups	To continue to engage our parents, we will deliver parent workshops for mathematics, reading and phonics. These will allow us to share with our parents how we deliver these subjects in school, the resources we use and how our parents can further support their children at home. This will involve sharing resources and suitable links to aid our parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4 and 5

Total budgeted cost: £ 15,040