

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Fleet Primary School
Number of pupils in school	222 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	41
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	27 th September 2023
Date on which it will be reviewed	27 th September 2024
Statement authorised by	Don McGibbon
Pupil premium lead	Becca Wall
Governor / Trustee lead	Annie Balme

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123,265
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 123,265

Part A: Pupil premium strategy plan

Statement of intent

At Fleet we strive to ensure that all of our children leave with a love of learning and high levels of confidence and independence. We do this through a broad and stimulating curriculum, ensuring that a high degree of academic rigour is maintained in a purposeful and vibrant learning context.

A priority at Fleet is enabling all of our children to be exposed to a variety of cultural opportunities including visits to galleries and museums as well as learning musical instruments within school and prioritising the performing arts.

Our topic based curriculum aims to keep all children, regardless of their background or opportunities beyond school, engaged in their learning. Regular trips and visits ensure that every child absorbs each part of the diverse curriculum and that it is made meaningful for them. While all schools go on trips, the sheer number and variety of experience available to the children, from nursery to year 6, is something we feel is unique to Fleet. Through emphasis on the performing arts, each class is able to bring their topic to life through a class assembly in which the children perform up to six songs and a play or presentation related to their learning. This approach to the curriculum has ensured that speaking and listening is a strength for all of our pupils as well as building confident young learners.

Pupil Premium funding heavily supports this cross curricular approach and allows ALL of the children to access and engage in their learning equally.

Our Support for Learning team allows us to tailor support across the school in a very flexible way in order to ensure that children remain engaged in their learning and are therefore able to make good progress. Intervention groups are established on a termly basis and adapted when necessary. In addition, support can be provided within class in order to respond to the needs of our most vulnerable learners.

Challenges

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

Challenge number	Detail of challenge
1	Access to learning experiences beyond the classroom
2	Levels of oracy
3	Early Reading Support
4	Writing outcomes
5	Emotional Literacy and Regulation
6	Attendance
7	Home Learning Support

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 cultural capital	<p>Children will have regularly visited London landmarks, galleries and museums in order to experience first-hand a range of historical artefacts and pieces of art, helping to bring purpose to their learning and inspire further interest in the Arts. This is further supported through visitors and workshops here in school.</p> <p>They will have taken part in residential school journeys in Year 5 and Year 6 in order to experience a contrasting locality and more importantly, develop independence.</p> <p>Our children will have had access to a range of after school clubs so as to have had the opportunity to try activities such as table tennis, football and eco exploration, as well as hone their music and artistic skills.</p>
Confident communicators	<p>Our curriculum and high level of questioning will have ensured that children are encouraged and taught how to share their views and give reasons for their opinions.</p> <p>Our Word Aware program will have ensured that the children are discreetly taught new vocabulary relating to their topic in order to develop their ability to discuss each topic.</p> <p>Philosophical discussion within class will have taught the children to think critically and respond to their peers in a clear and rational way.</p>

	<p>Participation in termly assemblies will have ensured that every child has the chance to perform for an audience of family and peers. Each child will be able to share a piece of work throughout the year in weekly whole school sharing assemblies, explaining to others their achievement.</p>
<p>Higher levels of reading</p>	<p>The children will leave Fleet with a love of reading having had the opportunity to read daily in school throughout their time here, at least weekly with their class teacher and much more frequently with other supporting adults.</p> <p>Our focus on Early Reading will have ensured that children have a strong understanding of phonics and that all staff across the school are trained in order to provide a consistent approach.</p> <p>A range of strategies will have been deployed in order to ensure that children have a solid foundation in reading including, but not exclusive to, a strong foundation in Phonics.</p> <p>Skilled teachers will have designed units of work around key texts chosen to inspire the children and bring their topics alive.</p> <p>The children will have been read to by their teacher consistently throughout their time in school, in order to enjoy a range of texts and an immersion in story.</p>
<p>Higher levels of writing</p>	<p>With higher levels of support from our literacy lead, teachers will have planned well sequenced units of learning developed around key topic texts, in order to develop the children's writing skills. The children will consequently leave Fleet confident in their abilities to express themselves clearly through writing.</p> <p>Clear and concise feedback will have ensured that the children are clear in how to improve and develop their writing.</p> <p>Our school-wide approach to editing will have ensured that the children can confidently critique and improve their own work as well as others'.</p> <p>The children will have composed a range of texts each year; their writing will be creative and purposeful as it links with their learning experiences both within and beyond the classroom.</p> <p>The children will have had their writing celebrated in a number of ways including</p>

	published in the newsletter, read in sharing assembly and displayed around school.
Increased levels of wellbeing	<p>The children will have been directly taught language around their emotions and strategies in order to help them self-regulate using resources such as zones of regulation.</p> <p>The children will have taken part in the Happiness Project over the course of every other year, and explored factors that contribute to our wellbeing such as belonging, gratitude, trying new things and being mindful.</p> <p>The children will understand the importance of sleep, exercise and eating healthily through their science lessons.</p> <p>Peer mentors will have been available to support wellbeing in school.</p> <p>Individuals with low self-esteem and anxieties will have taken part in interventions led by our learning mentor and/or ELSA.</p> <p>TIPiC training for all staff will have ensured that the children receive a unified and empathetic response to behaviour relating to trauma.</p>
Higher attendance levels	A coordinated response between our Head, and Administrative Assistant will have ensured that poor attendees are quickly identified and supported in improving their levels of attendance. Advice sought where needed from the LA attendance officer.
Increased level of support for home learning	<p>Children who struggle to access home learning through lack of device or internet access will have been quickly identified and provided with the resources that they need.</p> <p>Members of staff will have regularly liaised with families in order to help them practically support their children's ability to access home learning.</p> <p>Whole class and individual parents' meetings will have ensured that parents are provided with ways to support their children at home.</p> <p>Our open door policy, culture of collaboration and highly valuing relationships with parents and carers, will have ensured that teachers and support staff are able to communicate regularly and effectively about their child's learning in order to have ensured maximum support from home.</p>

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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 99,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading Training	Shared experiences of Camden schools and DfE recognised programme	2, 3, 4
Teaching staff with experience of curriculum design	Pupil Progress meetings Historical outcomes Children's attitudes to learning Children's work Work scrutinies Learning Walks Subject leader CPD record	1, 2, 3, 4
Enriched Music Provision	Shared experiences of Camden schools Historical outcomes Children's performances	1, 7
Learning Support Team	MITA research Historical outcomes Pupil Progress Meetings	1, 2, 3, 4, 5
Device provision to support home learning	Levels of home learning produced	7

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Team	MITA research Historical outcomes	1, 2, 3, 4, 5

	Pupil Progress Meetings EEF (small group work)	
Tutoring	Historical outcomes Pupil progress meetings Children's work Work scrutinies EEF (group tuition) Children's attitudes to learning	1, 2, 3, 4
Bookmark Reading Support	Historical outcomes Pupil progress meetings	2, 3
Mastering Number	Historical outcomes Pupil progress meetings Work scrutinies	7

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

Budgeted cost: £ 15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychotherapy	Historical evidence of improved levels of wellbeing and engagement	5, 6, 7
ELSA provision	EEF (behaviour interventions and social and emotional learning) Historical evidence of improved levels of wellbeing and engagement	5
Learning Mentor	EEF (behaviour interventions and social and emotional learning) Historical evidence of improved levels of wellbeing and engagement	5
Breakfast Club funding	Historical evidence of improved levels of attendance Historical evidence of improved levels of attitudes to learning and behaviour	6
After school club funding	Historical evidence of improved levels of wellbeing, engagement and social development	5
Subsidised school Journeys and other trips	Historical learning outcomes Improved relationships within cohorts and with staff Ofsted, 'The curriculum in successful primary school 553.2002	1, 5

Total budgeted cost: £ 124 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

	Y1	Y2	Y3	Y4	Y5	Y6
All	R – 65 W – 62 M - 69	R – 67 W – 43 M - 60	R – 76 W – 67 M - 67	R – 64 W – 60 M – 56	R – 68 W – 54 M - 54	R – 93 W – 68 M - 70
PP	R – 45 W – 45 M - 45	R – 77 W – 38 M - 54	R – 82 W – 73 M - 64	R – 67 W – 67 M - 67	R – 73 W – 64 M - 64	R – 88 W – 59 M - 53

Last year we established intervention groups utilising the learning support team and an additional member of staff, employed through use of our Covid Catch up Premium. This allowed us to immediately target pupil premium children who were in need of additional support and was effective in accelerating their progress within what was possible around further enforced closures and absences. The flexible way in which this experienced teacher was able to provide support was widely praised by our teaching staff; she was able to adapt between pre-learning, further consolidation and targeted differentiation, depending on the needs of the specific children.

Our TIPiC work enabled us to shift our culture around dealing with behaviour and employ a therapeutic approach with more of a focus on regulation. This has proved incredibly supportive of the children’s emotional wellbeing as well as better equipping us to support whole family needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Educational Psychotherapy	Caspari Foundation
Bookmark Reading Volunteers	Bookmark Charity
Number Sense	Charity

Phonics Programme	Little Wandle Letters and Sounds
Child/Parent/Family Psychotherapy	TOPS – Tavistock Outreach in Primary Schools