

Flookburgh CE School

Pupil Premium Strategy Statement

1. Summary information					
School	Flookburgh CE Primary School				
Academic Year	2018-19	Total PP Allocation:	£1,320	Date of most recent PP Review	Sept 2018
				Date for next internal review of this strategy	April 2019
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Attendance rates for pupils eligible for PP are below the target of 95% for all children. This reduces their school hours and causes them to fall behind				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for pupils eligible for PP are below the target of 95% for all children. This reduces their school hours and causes them to fall behind				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A and D	Increased attendance rates for pupils which demonstrates that pupils are making rapid catch-up to meet end-of-year expectations			Pupils eligible for PP make rapid catch-up and progress by the end of the year by either: meeting age-related expectations or making at least expected progress from their starting points Overall attendance for pupils with PP improves to at least 95%, if not higher (whole school target is 98%)	
B.	Appoint experienced, additional support staff to deliver high quality interventions to target and fill gaps identified in pupils knowledge and understanding preventing them from effecting rapid catch-up			Pupils eligible for PP access high quality intervention and support effecting rapid catch-up and progress by the end of the year by either: meeting age-related expectations or making at least expected progress from their starting points	
C.	Self-esteem and confidence increases demonstrating improved self-image and belief in own abilities and aspirations			Pupils' engagement with their learning and in social situations improves, increasing positive feelings of well-being	

4. Planned Expenditure for the Academic Year 2018-19

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost (£) Total
<p>Increased attendance rates for pupils which demonstrates that pupils are making rapid catch-up to meet end-of-year expectations</p>	<p>Termly and Whole Year Attendance figures are shared with parents/carers</p> <p>National Guidelines are shared regularly with parents/carers in respect of impact of low attendance on overall academic achievement, including guidance relating to holidays during term-time, including recognised exceptions eg Religious observation</p> <p>High level of attendance is recognised and celebrated through end-of-term/year celebration assemblies</p> <p>Advice from Access and Inclusion Officer is sought to address low attendance and to support parents/carers/families with putting measures in place to address the area of concern eg Action Plan</p>	<p>Attendance is less than the National Average and National Expectation evidenced through termly and end of year Attendance Records</p> <p>Outcomes for pupils in receipt of the Pupil Premium have not shown the desired improvement required to enable these pupils to achieve the expected standard for their year group</p> <p>Focused intervention is required for pupils in receipt of PP to target gaps in knowledge in specific core subject areas</p>	<p>Attendance is regularly monitored at key checkpoints throughout the year by SLT with reports to FGB each term</p> <p>Advice is sought from Access and Inclusion Officer as appropriate to support families and pupils</p> <p>Lesson Observations, Learning Walks, Book Monitoring and Impact Meetings including, Pupil Progress Meetings forms part of the school's improvement cycle to ensure the successful and effective implementation of the programme</p> <p>Core SLs and Headteacher monitor provision</p> <p>Agenda item at Staff Meetings ensures target's high profile</p>	<p>Core SLs</p> <p>HT/SLT</p> <p>Link Gov</p> <p>FGB Mtgs</p>	<p>N/A</p>
<p>Improve progress towards meeting the end-of-year expectations in Reading, Writing and Maths</p>	<p>Pupil Progress meetings and data analysis identifies gaps in pupils' learning. Staff/Resources deployed to target and fill identified gaps</p> <p>Subject Leaders access to whole school's tracking and analysis systems tracks pupil progress against targets</p>	<p>Data analysis identified pupils have not met the end of Key Stage expectations and outcomes are below the National average, in all core subjects</p> <p>End of year outcomes for pupils do not show necessary improvement required for these pupils to achieve the expected standard for their year group</p>	<p>Intervention Programmes are delivered by a Teacher/Specialist Teacher/Support Staff with appropriate qualifications</p> <p>Subject Leader and Headteacher monitoring of provision through fortnightly Book Monitoring Impact Meetings (Autumn Term); Twice</p>	<p>Core SLs</p> <p>HT/SLT</p> <p>Link Gov</p> <p>FGB Mtgs</p>	<p>456</p>

	<p>Small group intervention targeting support in Maths, Reading, EGPS and Writing (STA)</p> <p>1:1 and small group intervention (T)</p> <p>Book Monitoring to evaluate and track progress of vulnerable groups Subject Leader and Staff Training in developing and implementing Mastery across all core subjects</p> <p>Additional CPD as appropriate through further identification of need</p>		<p>Termly Book Monitoring Impact Meetings Spring and Summer Terms</p> <p>Agenda item at Staff Meetings ensures target's high profile Subject Leaders monitor impact as part of their leadership role Baseline assessments used to measure progress and target gaps</p>		
Improve the Emotional and Social Well-being of pupils	<p>Peripatetic Music and Singing Lessons</p> <p>Provide transport to Swimming Sessions</p> <p>Provide enrichment activities such as school trips, including residential visits; outside-visitors to school</p> <p>Continue to develop the school grounds to provide areas for reflection and active involvement ie; Spiritual/ Reflective Garden and School Allotment</p> <p>KidSafe Programme is in place with regular staff refresher training undertaken</p> <p>Work with outside agencies such as: Barnardo's Early Help Process (as appropriate) Access and Inclusion Officer Public Health 5-19 Years initiative (ref Action Plan)</p>	<p>Self-esteem and self-confidence of pupils is lower than that of their peers and for their age-group</p> <p>Aspirations of what they can achieve is lower than that of their peers which is evidenced through data analysis; pupil observations and discussions</p> <p>Self-help strategies and resilience are less-well developed resulting in failing to complete demanding tasks or to work through problems independently. Over reliance on others to solve problems.</p>	<p>Music/Singing Tutor is a specialist from Cumbrian Schools' Music Service</p> <p>Singing Tutor is a specialist from Cumbrian Schools' Music Service</p> <p>Tracking of provision is monitored to ensure value for money, including through Governor Monitoring procedures</p>	<p>HT/ SLT</p> <p>CTs</p> <p>Link Gov</p> <p>FGB Mtgs</p>	<p>250</p> <p>1300</p> <p>300</p> <p>60</p>
Total budgeted cost					£2,366

5. Review PP Provision 2017-18

Previous Academic Year		2017-18
Desired outcome	Impact:	
Improve Outcomes for Lower and Middle Ability pupils	<p>Attainment for Middle Ability pupils in Reading and Mathematics at the end of KS2 was in-line with the National average for non-disadvantaged pupils. Progress for Middle Ability pupils in Reading and Mathematics at the end of KS2 was above the National average for non-disadvantaged pupils.</p> <p>Writing attainment and progress for Middle Ability pupils was not as strong as for Reading and Writing however, improvement measures overtime calculated from the school's internal tracking system indicated that pupil outcomes showed improvement from their starting point. Effective use of TA support and additional 1:1 focused sessions enabled identified pupils to become much more confident in their own abilities and make good progress from their starting points.</p> <p>Outcomes for Lower Ability pupils, although still below that expected for their year groups, demonstrates that the gap between their attainment and that of their peers is closing rapidly, particularly in Reading and Mathematics.</p> <p>Writing remains a focus for improvement and forms a priority target on the SDP</p>	
Desired outcome	Impact:	
Improve progress towards meeting the end-of-year expectations in Reading, Writing and Maths	<p>Analysis of data overtime indicates that pupils have made good progress from their individual starting points and the strategies put in place have enabled those pupils to narrow the gap to their peers.</p> <p>The strategic deployment of additional TA support and 1:1 focused sessions have effectively supported pupils to make measurable steps in their progress as identified from the school's internal tracking and monitoring system.</p> <p>Further areas for improvement have been identified for targeted intervention and support to be carried forward into the next academic year.</p>	
Desired outcome	Impact:	
Improve the Emotional and Social Well-being of pupils	<p>External Social, Emotional and Well-Being programmes such as, Barnardo's, 'Happy to be Me' programme have had a positive effect on pupils' self-image and self-esteem. Development of the 'Young Leader' programme and training sessions for pupils has enabled them to take greater responsibilities and become much more confident among their peers. The development of the school allotment and pupil involvement in its creation has ensured that pupils' learn about the importance of both physical and mental well-being. This has resulted in an increase in pupil participation in social activities within school, including taking part in competitions and activities beyond the school day.</p> <p>Pupils are happier within themselves and recognise the positive contribution that they make to school and the wider community.</p>	
Desired outcome	Impact:	
Attendance is at least in line with minimum National Expectation (95%)	<p>Attendance has shown a significant improvement; 50% of pupils' end of year attendance was above the target of 95% with 50% just slightly below.</p> <p>The school has set a challenging and aspirational whole school target of 98% for pupils and families to aim for</p>	