

# Flookburgh CE School

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Flookburgh CE Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP Allocation:</b>	£1,920	<b>Date of most recent PP Review</b>	n/a
				<b>Date for next internal review of this strategy</b>	April 2020
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	Weaker English and Maths skills at the end of Reception for pupils eligible for PP compared to their peers. This could have a detrimental effect on progress in these subject areas in subsequent years. Weaker Literacy skills for pupils eligible for PP is lower than other pupils. This has slowed reading and spelling progress in subsequent years.				
<b>B.</b>	Speech and Language, including Social and Emotional issues for pupils eligible for PP have a detrimental effect on their academic and social progress				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>C.</b>	Change of schools due to family circumstances causes disruption and inconsistency for pupils causing them to fall behind				
3. Desired outcomes					
	<b><i>Desired outcomes and how they will be measured</i></b>			<b><i>Success criteria</i></b>	
<b>A.</b>	Improve English and Maths outcomes for those pupils eligible for Pupil Premium. Outcomes from both summative and formative assessments demonstrate that remedial measures put in place are having a positive impact on progress for these pupils			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 Additional support staff in place to deliver high quality interventions to target/ fill gaps identified in pupils' knowledge and understanding to effect rapid catch-up	
<b>B.</b>	Improvements in self-esteem and confidence demonstrates positive self-image and a secure belief in own abilities. Communication improves ensuring clear sharing and expressions of need.			Pupils eligible for PP access high quality intervention/ support effecting rapid catch-up and progress by the end of the year. Pupils' engagement with their learning and in social situations improves, increasing positive feelings of well-being	
<b>C.</b>	Support families of pupils eligible for pupil premium through signposting to relevant support networks/ associations. Positive relationships between home and school ensure sharing of information and early support is in place, as necessary			Positive relationships between all stakeholders with knowledge of support strategies/ mechanisms which can be accessed	

#### 4. Planned Expenditure for the Academic Year 2019-20

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Improve English and Maths outcomes for those pupils eligible for Pupil Premium.</p> <p>Outcomes from both summative and formative assessments demonstrate that remedial measures put in place are having a positive impact on progress for these pupils</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>1:1 and Small group intervention targeting support in Maths, Reading, EGPS and Writing</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>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>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>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>Intervention Programmes are in place and impact monitored</p> <p>Subject Leaders monitor impact as part of their leadership role</p> <p>Baseline assessments used to measure progress and target gaps</p>	<p>Core SLs</p> <p>HT/SLT</p> <p>Link Gov</p> <p>FGB Mtgs</p>
<p>Improvements in self-esteem and confidence demonstrates positive self-image and a secure belief in own abilities.</p> <p>Communication improves ensuring clear sharing and expressions of need.</p>	<p>1:1 intervention through Early Help such as those provided through the Behaviour and Emotional Wellbeing Team</p> <p>Enrichment activities such as school trips, including residential visits; outside-visitors to school</p> <p>Development of the school grounds to provide areas for reflection and active involvement ie; Spiritual/ Reflective Garden and School Allotment</p>	<p>Social interactions between pupils due to weaker speech, language and communication skills can be limited, affecting friendships and relationship building</p>	<p>Participation in class and out-of-class activities increase is monitored by class teachers and those responsible for clubs or school teams</p> <p>Staff responsible for PSHE shall monitor pupil voice and implement actions appropriately to address any identified need</p>	<p>PSHE SL</p> <p>HT/SLT</p> <p>Link Gov</p>

	<p>KidSafe Programme is in place with regular staff refresher training undertaken</p> <p>Work with outside agencies such as: Barnardo's</p> <p>Early Help Process (as appropriate) Access and Inclusion Officer Public Health 5-19 Years initiative (ref Action Plan)</p>			
<p>Support families of pupils eligible for pupil premium through signposting to relevant support networks/ associations.</p> <p>Ensure positive relationships between home and school ensure sharing of information and early support is in place, as necessary</p>	<p>Support staff in place to deliver high quality interventions to target/ fill gaps identified in pupils' knowledge and understanding to effect rapid catch-up</p> <p>1:1 intervention through Early Help such as those provided through the Behaviour and Emotional Wellbeing Team</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>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>
<b>Total budgeted cost</b>				<b>£1,920</b>

## 5. Review PP Provision 2018-19

Previous Academic Year		2018-19
<b>Desired outcome</b>	<b>Impact:</b>	
<b>Increased attendance rates for pupils which demonstrates that pupils are making rapid catch-up to meet end-of-year expectations</b>	Overall end-of-year attendance was above the minimum expectation of 95% which resulted in 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 in all core subjects.	
<b>Desired outcome</b>	<b>Impact:</b>	
<b>Improve progress towards meeting the end-of-year expectations in Reading, Writing and Maths</b>	<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>	
<b>Desired outcome</b>	<b>Impact:</b>	
<b>Improve the Emotional and Social Well-being of pupils</b>	<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.</p> <p>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>	