

Flookburgh CE Primary

Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Flookburgh CE Primary School
Pupils in school	65
Proportion of disadvantaged pupils	6.2%
Pupil premium allocation this academic year	£4,310
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Chair of Governors on behalf of the FGB
Pupil premium lead	Headteacher
Governor lead	Katie Wood

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A 2019-20 End of Year Assessments Cancelled due to COVID-19
Writing	N/A 2019-20 End of Year Assessments Cancelled due to COVID-19
Maths	N/A 2019-20 End of Year Assessments Cancelled due to COVID-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Purchase digital technologies, including site-licenses to enable all relevant staff to deliver both in-class and remote learning for all pupils
Priority 2	Purchase site licence for Lgfl to ensure all staff have access to up to date teaching resources and interventions to support pupil catch-up
Barriers to learning these priorities address	All pupils have access to compatible technologies at home to support remote learning
Projected spending	£2000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS1 and KS2 Reading	September 2021
Progress in Writing	Achieve at least national average progress scores in KS1 and KS2 Writing	September 2021
Progress in Mathematics	Achieve at least national average progress scores in KS1 and KS2 Mathematics	September 2021
Phonics	Current Year 2 children who did not take their Phonics Screen Check (PSC) due to COVID-19 achieve at least the national average Year 1 children achieve at least the national average in the PSC	September 2021
Other	Improve attendance of disadvantaged pupils to be at least inline with the minimum expectation of 95%	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase Writing Scheme to be delivered effectively across the school
Priority 2	Purchase Reading Scheme(s) to be delivered effectively across the school; Use of Library Service to supply guided and levelled reading books
Barriers to learning these priorities address	Gaps in knowledge and understanding through staff use of an evidence-based, whole-school, approach
Projected spending	£400

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing after-school clubs to support social and emotional well-being for pupils, including families
Priority 2	Embed Outdoor Learning experiences
Barriers to learning these priorities address	Improving the mental health and well-being to improve readiness for learning
Projected spending	£2,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that enough time is allocated to support quality staff professional development	Use of INSET days and additional cover provided by Headteacher
Targeted support	Ensuring enough time for Headteacher to support small group work in both English and Mathematics	Headteacher has planned intervention time-table in place to support targeted pupils
Wider strategies	Engaging families who are facing the most challenges	Work closely with the LA and family support charities/ groups such as, Action for Children to provide on-going support to both families and children

Review: last year's aims and outcomes

Aim	Outcome
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	Despite disruption to school attendance due to COVID-19 pupils' progress towards their individual targets up until mid-March 2020 demonstrated they were on track. Subsequent baseline assessment (Sept 2020) has identified gaps in knowledge and remedial intervention is in place to effect rapid catch-up for these pupils.
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.	At the mid-year review in March 2020, pupils' confidence was seen to have improved and pupils were making good progress. There were no exclusions and incidence of low-level disruption/behaviour was very low. Parental feedback overtime has demonstrated that communication between home and

	<p>school has been effective. Most notably, feedback during and following the lockdown period was extremely positive. The use of the whole school remote learning platform, at the time, SeeSaw and the introduction of a confidential School Contact email address for parents to contact the Headteacher, including Headteacher and Teacher direct contacts were welcomed.</p>
<p>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</p>	<p>Additional support staff in place impacted positively on pupils' progress as well as access to support from the LA Emotional, Behaviour and Wellbeing Officer including, successful signposting of parents towards support networks/ charities such as, Action for Children were successful.</p>