

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
Flookburgh CE Primary School	
Number of pupils in school	65 (Autumn Term)
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Gill Pett (Headteacher)
Pupil premium lead	Gill Pett
Governor lead	Rowena Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,000
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,183
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,183

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment where children are taught by highly-skilled, enthusiastic and caring teachers and support staff. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove perceptions of low expectations, raise lifelong aspirations and focus on removing barriers to learning through achieving the best outcomes for all.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children with the access and opportunities they need to enjoy academic and personal aspirations and to succeed in life as valuable contributors to their community and society as a whole.

Challenges

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

Challenge number	Detail of challenge
1	Mental Health and Wellbeing issues impact attainment and achievement which has a detrimental effect on academic progress
2	Low reading ability for age including, negative engagement with reading, leads to slow reading progress in subsequent years
3	Acquisition of oral and early reading skills particularly, Phonics, are weaker leading to slow reading progress in subsequent years
4	Weak spelling competency leads to slow writing progress including low self-confidence and self-esteem in subsequent years

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
Pupils' build positive attitudes to learning and social relationships in school (EEF SEL)	Attendance for PP is in-line with national average; Pupil participation in activities, including extra-curricular activities, increases and is sustained

	<p>Pupil self-esteem and confidence improves and pupils engage more readily with activities and experiences which have an increased level of challenge and commitment</p> <p>Attainment outcomes improve narrowing the gap between disadvantaged and non-disadvantaged pupils in end of Year and/or Key Stage assessments</p>
<p>Reading age is at least in-line with chronological age (EEF Toolkit Evidence Base: Reading Comprehension Strategies; Parental Engagement)</p>	<p>Pupils' engagement with reading improves both in school and at home</p> <p>Parental engagement in supporting children's reading within the home improves</p> <p>Attainment outcomes improve narrowing the gap between disadvantaged and non-disadvantaged pupils in end of Year and/or Key Stage assessments</p>
<p>Pupils' acquisition and use of phonological skills positively impacts pupils' early reading outcomes (EEF Toolkit Evidence Base: Phonics)</p>	<p>Pupils' achieve the expected milestones across the phonic phases;</p> <p>Pupils achieve the expected standard in the Year 1 Phonics Screen Check;</p> <p>Year 2 pupils achieve the expected standard in the re-sit of Phonics Screen Check</p>
<p>Pupils' acquisition and use of spelling patterns, etc, to spell accurately improves; positively impacting pupils' overall literacy skills including, achievement and attainment</p>	<p>Attainment outcomes improve narrowing the gap between disadvantaged and non-disadvantaged pupils in end of Year and/or Key Stage assessments</p>

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: £ 5,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole School Phonics CPD</i>	EEF Toolkit suggests phonics has been effective in supporting younger readers to master the basics of reading	3
<i>Jane Considine Whole School Spelling Programme – ‘The Spelling Book’ including CPD</i>	Whole School Spelling Programme linked to phonics EEF Toolkit suggests phonics has been effective in supporting younger readers to master the basics of reading	2, 3
<i>Registration for the 2021-22 DfE funded Nuffield Early Language Intervention (NELI) for Reception Pupils</i>	NELI is a DfE funded programme for children in Reception which has been found to improve children’s language and early literacy skills Training provided for Reception teacher(s) and TAs	3
<i>Whole School Library Reading Supplementary Books</i>	Pupils’ accessing books which are accurately matched to their reading age ensures success in reading, increases enjoyment of reading ie for pleasure, improves pupils’ identification of areas of support for themselves	2
<i>Digital Technologies</i>	Digital Technologies can add up to +4months progress (EEF)	2, 4
<i>Decider Skills Awareness Staff Training (My Time, Cumbria)</i>	My Time Cumbria intervention for schools-based staff based on DBT & CBT therapy which teaches children practical strategies to learn and understand about the strong sense of emotions they can feel and how these can be positively managed through changing behaviour and responses	1
<i>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching</i>	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 3, 4

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

Budgeted cost: £ 2,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Support</i>	Some pupils require more intensive support to help them catch-up and narrow the gap. Use of a qualified teacher to provide this intensive support is recognised as ensuring greater success	1, 2, 3
<i>Small Group Phonics Support</i>	EEF Toolkit suggests the teaching of systematic Phonics has a highly successful impact on children's reading skills	3
<i>Reading Intervention</i>	EEF Toolkit suggests Reading Comprehension Strategies are more successful for older children when phonics approaches have shown less impact on reading acquisition skills for these children	2, 3
<i>IDL Literacy Intervention Package</i>	Dyslexia Association Assured: A multi-sensory system supporting learners with dyslexia and other learning difficulties to increase their spelling and reading ages	1, 2, 4

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

Budgeted cost: £ 4,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist Music Tuition through Cumbria Music Hub</i>	EEF Toolkit: Arts Participation	1
<i>Wellbeing and Resilience Education Project</i>	A new national training package aiming to better equip education settings to support children and young people's wellbeing, resilience and recovery in the context of COVID-19. The course is part of a wider national offer from DfE/NHS to support Emotional and Mental Wellbeing in Schools. It is related to but different from the Anna Freud Schools	1

	LINK Programme. The Wellbeing and Resilience Education Project has been specifically developed as part of the support for schools' COVID response and is designed to support the more detailed Schools LINK Programme.	
<i>Philosophy for Children (P4C)</i>	EEF Toolkit: Metacognition and self-regulation, including development of critical thinking skills	1, 2, 3, 4, 5
<i>Educational Experiences including, Outdoor Adventure Learning; Outdoor Forest Schools-based activities</i>	EEF Toolkit: Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion therefore, Metacognition and self-regulation may also be involved.	1, 2, 3, 4, 5

Total budgeted cost: £ 11,785

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.

Strategy aims for disadvantaged pupils 2020-21	
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
Evaluation	Additional digital technologies purchased which ensured that all pupils had access to a digital device to support learning Site licence for Lancashire Grid for Learning (LgFL) has ensured that staff have access to the current Maths Scheme, White Rose Maths including additional resources. This has been used effectively to support both in-school and remote learning education when necessary
Targeted academic support for the academic year 2020-21	
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
Evaluation	The Write Stuff Scheme has been successfully introduced and used by pupils in Years 1-6. This focused approach to writing has ensured that there is a systematic approach to addressing gaps in knowledge and understanding as well as supporting pupils' overall progress across the school Additional reading resources have been purchased. The Subject Lead for English is leading CPD across the school in matching reading books more accurately to pupils' individual requirements. Supplementary reading materials for both Read, Write, Inc (Phonics-based reading scheme); Oxford Reading Tree and for fluent readers, 'VIPERS' which focusses on building of comprehension skills

Wider Strategies for the academic year 2020-21

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
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