

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	64 (Autumn Term)
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years (2020-2023)
Date this statement was published	November 2022
Date on which it will be reviewed	May 2023
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	£7,910
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,711
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,910

# 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	Acquisition of oral and early reading skills particularly, Phonics, are weaker leading to slow reading progress in subsequent years
3	Underdeveloped Language and Communication Skills, particularly in the Early Years, impacts pupils' ability to express themselves effectively leading to issues surrounding social interaction with peers and adults
4	Weak spelling competency leads to slow writing progress including low self-confidence and self-esteem in subsequent years
5	Underdeveloped oracy skills hinder social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy as well as all areas of literacy and vocabulary acquisition

## 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 Pupil self-esteem and confidence improves and pupils engage more readily with activities and experiences which have an increased level of challenge and commitment Attainment outcomes improve narrowing the gap between disadvantaged and non-disadvantaged pupils in end of Year and/or Key Stage assessments
Reading age is at least in-line with chronological age (EEF Toolkit Evidence Base: Reading Comprehension Strategies; Parental Engagement)	Pupils' engagement with reading improves both in school and at home Parental engagement in supporting children's reading within the home improves Attainment outcomes improve narrowing the gap between disadvantaged and non-disadvantaged pupils in end of Year and/or Key Stage assessments
Pupils' acquisition and use of phonological skills positively impacts pupils' early reading outcomes (EEF Toolkit Evidence Base: Phonics)	Pupils' achieve the expected milestones across the phonic phases; Pupils achieve the expected standard in the Year 1 Phonics Screen Check; Year 2 pupils achieve the expected standard in the re-sit of Phonics Screen Check
Pupils' language acquisition and communication development, particularly in the Early Years, ensures access and positive engagement with the curriculum and improvement in social relationships with peers and adults	Pupils' language and communication needs are assessed swiftly with targeted intervention strategies in place to support improvement. Early identification leads to swift signposting to external support through the Early Help Process, as appropriate
Pupils' development of oracy improves Literacy and Listening skills including, Language acquisition; development of Writing and the acquisition of Vocabulary	Pupils are supported through quality first teaching strategies embedded across the curriculum to be able to communicate effectively using spoken language (ref Speak for Change Report – the Oracy All-Party Parliamentary Group April 2021)
Pupils' acquisition and use of spelling patterns, etc, to spell accurately improves; positively impacting pupils' overall literacy skills including, achievement and attainment	Attainment outcomes improve narrowing the gap between disadvantaged and non-disadvantaged pupils in end of Year and/or Key Stage assessments

## 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: £**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Train additional staff to deliver Nuffield Early Language Intervention (NELI) to EYFS 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	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>Implementation of the FFT Reciprocal Reading Programme</i>	EEF Teaching and Learning Toolkit suggest improving reading comprehension and overall reading for pupils in Years 4-6 of +2 months	2
<i>Implementation of the FFT Reading Assessment Programme supporting pupil tracking, assessment and progress overtime</i>	FFT programme supports accurate assessment of gaps in pupils' knowledge and those who need additional support through whole class teaching, small group of 1:1 support	2
<i>EYFS Staff complete 5-day training programme supporting Effective Communication in the EYs</i>	EEF Toolkit suggests effective EYs Literacy approaches can lead to an impact on improving learning of 4-6 months	2, 3
<i>Introduction of the Great Teaching Toolkit across the staff team to support the Quality of Teaching and Learning throughout school</i>	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 3, 4
<i>First Class @ Number Programme to support Y2 pupils</i>	EEF Toolkit suggests early numeracy has a very high impact based on extensive evidence of +6 months progress	5

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

Budgeted cost: £

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>Oral Language Intervention</i>	EEF Toolkit suggests very high impact using a strong evidence base for high impact of +6 months progress	2, 3, 5
<i>Reciprocal Reading Strategies</i>	EEF Teaching and Learning Toolkit suggest improving reading comprehension and overall reading for pupils in Years 4-6 of +2 months	2
<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
<i>Number Intervention Programme</i>	EEF Toolkit suggests early numeracy has a very high impact based on extensive evidence of +6 months progress	5

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

Budgeted cost: £

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>ELSA Programme</i>	EEF Teaching and Learning Toolkit suggests effective SEL can lead to learning gains of +4 months over a year	1, 5

<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 2021 to 2022 academic year.

Strategy aims for disadvantaged pupils 2021-22	
Measure	Activity
<b>Priority 1</b> Mental Health and Wellbeing issues impact attainment and achievement which has a detrimental effect on academic progress	
Barriers to learning these priorities address	
Evaluation	
Measure	Activity
<b>Priority 2</b> Low reading ability for age including, negative engagement with reading, leads to slow reading progress in subsequent years	
Barriers to learning these priorities address	
Evaluation	
Measure	Activity
<b>Priority 3</b> Acquisition of oral and early reading skills particularly, Phonics, are weaker leading to slow reading progress in subsequent years	
Barriers to learning these priorities address	
Evaluation	

Measure	Activity
<b>Priority 4</b> Week spelling competency leads to slow writing progress including low self-confidence and self-esteem in subsequent years	
Barriers to learning these priorities address	
Evaluation	