

Flockton CE (C) First School - Pupil Premium Planned Expenditure 2016-2017

Characteristics and Context of the School

- Flockton CE Voluntary Controlled First School is a smaller than average sized primary school for children aged 4 to 10.
- **Number on roll by IMD banding - historical data:**
Our NOR has remained **stable** over the last four years with little fluctuation between the IMD bands. **Most** of our children 89% now come from the least deprived 60 - 70% banding. According to Raiseonline 2016 data (unvalidated), our school deprivation indicator is 0.14%, which is **below** the national average of 0.21%.
- The proportion of **disadvantaged pupils** (known to be eligible for free school meals, adopted from care, service child or looked after by the Local Authority) has stayed stable over the last few years and is in line with the LA average but, at **23%** above the national average.
- The proportion of pupils with SEN or disabilities on school support is just below national average. The proportion supported with a statement or EHC is in line with national average. The proportion of children with EAL is well below average. There are currently no looked after children on roll.
- At its last **OFSTED** inspection in February 2016, it was judged that the school's overall effectiveness **continues to be good**. At its last **SIAMs** inspection in March 2016, the distinctiveness and effectiveness of the school as a Church of England school was judged to be **outstanding**.

About the Pupil Premium

This is additional funding from the Government to address inequalities between children eligible for free school meals and their peers.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures guide us in deciding where and how to spend our pupil premium allocation.

We are investing in ensuring that the success of our phonics teaching and intervention programmes are sustained following good results last year, but are conscious that reduced funding (due to a smaller proportion of eligible children this year) will have an impact on this. We are therefore also looking at ways in which quality first teaching (QFT) can be enhanced to support more able children exceed.

We are also working with our Pyramid, Small Schools Network, Church Schools Network, School Sports Organisers and external organisations; and have identified opportunities for children to have an enriched and enhanced experience of the curriculum. G&T workshops in mathematics, art, music, computer coding and technical drawing; along with sporting experiences within the pyramid, whole school curriculum learning days and a range of visits and visitors are just a few of the curriculum enrichment areas we focused on this year.

Academic Year 2016-2017 Allocation: £28,000

Number of children on roll: 77

Number of children supported by Pupil Premium Allocation: 18 (23%)

How Pupil Premium will be Spent	Costs	Impact
Teaching and Learning Interventions		
<p>Funding for 1-1 intervention and small group work programmes for children within all classes. Literacy and Numeracy.</p> <p>Specific programmes and assessment tools used are:</p> <ul style="list-style-type: none"> • Collins Reading Scheme Literacy Intervention linking speaking and listening, reading and writing skills. • Direct Phonics 1 and 2. • ALS • Springboard maths years 3, 4 and 5. • Numicon Firm Foundations • Purple Mash • Sumdog 	<p>Staffing to cover 1-1 support and group work. (1.5 days per week): £15,389</p> <p>Assessment and Curriculum Resources: £1,826</p>	<p>Pupil Premium funding supported intervention and small group work programmes for 16 children during the academic year 16/17.</p> <p>Of these children:</p> <ul style="list-style-type: none"> • 15/16 (94%) made expected or better progress in reading; • 14/16 (88%) made expected or better progress in writing; • 12/16 (75%) made expected or better progress in mathematics; <p>Basic skills in phonics, reading, writing and multiplication facts have been reinforced and then applied in class.</p>
<p>1:1 ETA support for High Needs Pupil and Lunchtime support for High Needs Pupil</p> <p>ETAs to enable higher ratios of classroom support and a variety of intervention programmes and class based support to take place.</p>	<p>£1,320</p> <p>£7,870</p>	<ul style="list-style-type: none"> • Very good progress has been made in both communication and social interaction skills enabling access to a wider range of curriculum opportunities. • See information on children's progress above.
Support for Families		
<p>Attendance and Pupil Support Service</p>	<p>£729</p>	<ul style="list-style-type: none"> • Improved and regular attendance of targeted PP children has had a positive impact on their progress, confidence in school and ability (see progress data above). • Parents/Carers are developing a clearer understanding of the importance of regular attendance.

School Milk	£412	PP children had access to healthy mid-morning snack.
Support to Access Activities/Visits		
Extra-Curricular Activities	Staffing and Resources £198	<ul style="list-style-type: none"> • After school cookery club well attended by Y4/5 PP children. Positive comments from both children and parents. Developing good life skills. • All other after school clubs well attended by PP children. Wider range of activities has extended the PP children's awareness and experience of a range of sports. This has in turn helped develop their confidence in new areas and offered opportunities to develop their speaking and listening and social skills.
Contingency to allow school trips to be more accessible to pupils entitled to Free School Meals	£256	<ul style="list-style-type: none"> • Support to access activities/visits was given to all PP children. • Participation in the Twinning Project helped support positive interaction between pupils from different faith/ethnic backgrounds. • Participation in the residential visit and the opportunity to test their self in a supportive yet stretching environment helped develop the independence and resilience of our PP children.
Total Expenditure	£28,000	
Governors and the School Leadership team will monitor the impact of the above strategies at the end of the year, this will inform decisions on targeted Pupil Premium spend next academic year.		