



Flockton C of E (C) First School

<b>Flockton CE (C) First School</b>		<b>Academic Year 2018-2019</b>	<b>Total Projected Pupil Premium Budget: £22,672</b>
Number of Pupils Eligible for Pupil Premium (PP): 16		Percentage of Pupils Eligible for Pupil Premium: 18%	
<b>Barriers to Future Attainment</b>			
<i>In-school barriers (issues to be addressed in school)</i>			
A.	Although PP pupils are making progress in line with non-PP pupils, this is often from a lower starting point.		
B.	Generalised learning difficulties regarding readiness to access to the curriculum in younger cohorts.		
C.	Access to a broad and balanced (enriched) curriculum		
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>			
D.	Although attendance rates have increased, regular lateness of some pupils is having an impact on readiness for learning and access to the full curriculum.		
E.	Access to extra-curricular learning and enrichment activities not always conducive to supporting learning in school		
<b>1. Desired Outcomes</b>			
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>	
A. Continue to diminish any differences in the progress and attainment of PP pupils.		A focus on lower attaining PP children through close quality first teaching; and monitoring of achievement and progress will ensure teachers encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	

<b>B. Low ability (LA) PP children to be a key focus group when planning and delivering learning.</b>	Because of timely; planned interventions; support through feedback and a focus on oracy and social development in EYFS and KS1, the gap in attainment for LA PP children is diminishing and children are showing an increasing readiness for learning and active participation in lessons from an earlier age.
<b>C. Review the Flockton Curriculum to ensure it is broad and balances and offers opportunities for PP pupils to enrich their vocabulary and life experiences.</b>	Curriculum review displays a clear focus on the learning and transition needs for PP pupils. Progress across the curriculum of PP pupils matches or is improving towards that of other pupils with the same starting points.
<b>D. Continue year on year work to meet a target of 98% attendance by the end of 2020.</b>	Attendance and lateness of PP pupils is closely monitored and timely interventions are in place to ensure attendance remains high.
<b>E. Provide opportunities to enhance the day to day school learning environment.</b>	PP children receive access to afterschool clubs and trips – providing an enhanced learning environment. They receive access to opportunities for enhanced learning in school through themed days, visitors and outdoor learning. Children will also receive free milk and a hot, school lunch.

**Planned Expenditure for Current Academic Year 2018-2019**

**Funding is Planned for 18% of Pupils**

**An expected amount of £22,672 will be allocated as follows:**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom practice, provide targeted support and support whole school strategies.

**i. Quality of Teaching for All**

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Impact</b>
A: Continue to diminish any differences in the progress and attainment of PP pupils.	<ol style="list-style-type: none"> <li>Continuing to develop and embed the mastery curriculum, same day intervention and ensuring that support staff receive appropriate training as planned</li> <li>Improving marking and feedback so that the comments made by teachers and next steps relate directly to the learning journey towards the age related expectations</li> </ol>	<ul style="list-style-type: none"> <li>PP data suggests that although PP pupils are making progress in line with non-PP pupils, this is often from a lower starting point.</li> <li>Diminishing the attainment gap between PP children and nationally is a School, Pyramid and Local Authority priority.</li> </ul>	<ol style="list-style-type: none"> <li>Focus in PP meetings on the provision for PP children (in particular LA) not making expected progress.</li> <li>Complete EEF marking and Feedback review and incorporate findings into revised Marking and feedback policy.</li> <li>Learning Walks. Talking to PP children in and around school. Evidence of high expectations which are shared with PP.</li> </ol>	<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>Our <b>disadvantaged</b> children in EYFS performed <b>better</b> than <b>non-disadvantaged</b> nationally in all areas except PHY.</li> <li>At GLD, our disadvantaged pupils were in line with national non-disadvantaged.</li> </ul> <p><b>Y1 – Y5 Attainment and Progress made from EYFS (KS1) or KS1 (KS2) Reading:</b></p>

	<ol style="list-style-type: none"> <li>3. Support creative writing by expanding children’s descriptive vocabulary; and to experiment with language and sentence structure.</li> <li>4. Teachers to plan more sequencing and inference based tasks in guided reading.</li> <li>5. Ensure children in EYFS have opportunities to enjoy a wide range of reading and to read regularly and effectively.</li> <li>6. Training of ‘Reading Friends’</li> </ol>		<ol style="list-style-type: none"> <li>4. Monitoring of books. Feedback from class teachers and other staff in school.</li> <li>5. Complete pyramid PP children profiles for Y5 transition children</li> <li>6. Pyramid HT Peer Review focussing on Low Ability PP</li> </ol>	<ul style="list-style-type: none"> <li>• <b>A large majority</b> 66% achieved EXS+ in reading (2018: 65%)</li> <li>• <b>Most</b> 91% made expected or better progress from their starting points (2018 86%).</li> <li>• 9% made better than expected progress.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>A majority</b> 54% achieved EXS+ in writing (2018: 60%)</li> <li>• <b>Most</b> 91% made expected or better progress from their starting points (2018: 93%).</li> <li>• 27% made better than expected progress.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• <b>A large majority</b> 67% achieved EXS+ in maths (2018: 67%).</li> <li>• <b>A large majority</b> 73% made expected or better progress from their starting points (2018: 93%).</li> <li>• 27% made less than expected progress.</li> </ul>
B: Low ability PP children to be a key focus group when planning and delivering learning to ensure timely, planned interventions are supporting accelerated progress.	<ol style="list-style-type: none"> <li>1. Targeted reading aloud and book discussion with PP pupils</li> <li>2. Explicitly extending pupils’ spoken vocabulary;</li> <li>3. The use of structured questioning to develop comprehension</li> <li>4. The use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>5. Focus on lower ability PP pupils through: Pupil Progress Meetings; Pyramid HT Peer Reviews; Small Schools EYFS moderation and Pyramid Writing Moderation Group.</li> </ol>	<ul style="list-style-type: none"> <li>• PP data analysis identified a large proportion of the PP cohort to be low ability, particularly in KS1.</li> <li>• Some PP (especially in younger cohorts) struggle to communicate ideas alongside their peers, we want them to increase involvement, articulate their ideas and give confidence in talking to others.</li> <li>• Poor oracy and social development in EYFS will have an impact on readiness for learning.</li> <li>• Readiness for learning has an impact on attainment and progress.</li> </ul>	<ol style="list-style-type: none"> <li>1. LA disadvantaged children are a key focus group when planning and delivering learning.</li> <li>2. Focus in PP meetings on the provision for PP children (in particular LA) not making expected progress.</li> <li>3. Pyramid HT Peer Review focussing on LA PP</li> </ol>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• <b>A large majority</b> 67% achieved EXS+ in maths (2018: 67%).</li> <li>• <b>A large majority</b> 73% made expected or better progress from their starting points (2018: 93%).</li> <li>• 27% made less than expected progress.</li> </ul>
C: Review the Flockton Curriculum to ensure it is broad and balances and offers opportunities for	<ul style="list-style-type: none"> <li>• Complete Pupil Experience Survey (50 things to do before you’re 11 ¾). Focus on PP children’s responses.</li> <li>• Use findings to support curriculum review.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure PP children are encountering rich learning experiences.</li> <li>• This will offer opportunities for PP pupils to enrich their vocabulary and life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum review will have a key focus on the needs of PP pupils.</li> <li>• Opportunities for PP pupils to experience rich learning experiences will be planned into every topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of Pupil Experience are feeding into current curriculum review. Highlighted need for further extending outdoor opportunities and range of visits / visitors.</li> </ul>

<p>PP pupils to enrich their vocabulary and life experiences.</p>	<ul style="list-style-type: none"> <li>• Organise parent curriculum workshops. Actively encourage PP pupils to attend.</li> <li>• Organise whole school learning days. Invite parents to attend and share the pupil's learning.</li> <li>• Attend Y5 curriculum transition events.</li> </ul>	<p>and may impact on future life choices.</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum Leads to meet with school council to discuss pupil's views of curriculum.</b></li> <li>• <b>School Council and Ethos Group learning walks</b></li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Learning Days (shared with parents and promoted to PP parents especially) included: RE, Science, History, Pirate Day, Poetry Day and Space Week.</li> <li>• All Y5 PP accessed at least 3 out of 6 transition workshops. More vulnerable Y5 PP accessed additional 1-1 transition visits. All Y5 PP attended Church School transition workshop and service.</li> </ul>
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**Total Budgeted Cost: £11,848. Actual Spend: £12,295**

**ii. Targeted Support**

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
<p>B: The needs of low ability (LA) PP children to be a key focus group when planning and delivering intervention support.</p>	<ol style="list-style-type: none"> <li>1. Weekly Y2 phonics intervention.</li> <li>2. Additional YR/Y1 phonics support in Spring term</li> <li>3. Weekly numeracy intervention KS2</li> <li>4. Weekly gross movement support KS1</li> </ol>	<ul style="list-style-type: none"> <li>• PP data analysis identified a large proportion of the PP cohort to be low ability, particularly in KS1.</li> <li>• Some PP (especially in younger cohorts) struggle to communicate ideas alongside their peers, we want them to increase involvement, articulate their ideas and give opportunities to develop their vocabulary.</li> </ul>	<ol style="list-style-type: none"> <li>1. Focus in PP meetings on the provision for PP children (in particular LA) not making expected progress.</li> <li>2. Pyramid HT Peer Review focussing on LA PP</li> </ol>	<p>See data in section 1a/b</p>

**Total Budgeted Cost: £9,374. Actual Spend: £9,065**

iii. Other Approaches				
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact
D: Continue year on year work to meet a target of 98% attendance by the end of 2020.	<ol style="list-style-type: none"> <li>Weekly class attendance award</li> <li>Half termly attendance monitoring to be followed up by letters/interviews/ action plans where needed.</li> <li>Support from ASPO for families with persistent absenteeism</li> </ol>	<ol style="list-style-type: none"> <li>Regular and prompt attendance ensures pupils access the full curriculum, reducing the amount of catch-up or intervention needed.</li> </ol>	<ol style="list-style-type: none"> <li>Attendance monitoring</li> <li>Attendance reports to Governors</li> </ol>	PP unauthorised absence: 1.57% Non PP unauthorised absence: 1.24%
E: Provide opportunities to enhance the day to day school learning environment.	<ol style="list-style-type: none"> <li>Ensure access to afterschool clubs and school trips.</li> <li>Provide milk and catered lunch.</li> </ol>	<ul style="list-style-type: none"> <li>To ensure PP children are encountering rich learning experiences.</li> <li>Children have a hot meal and milk to ensure that they are receiving a good and varied diet.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance on trips/afterschool clubs.</li> <li>Milk and lunch received.</li> </ul>	<ul style="list-style-type: none"> <li>After-school clubs well attended by PP children.</li> <li>Wider range of activities has extended the PP children's awareness and experience of a range of sports.</li> <li>This has in turn helped develop their confidence in new areas and offered opportunities to develop their speaking and listening and social skills.</li> <li>Support to access activities/visits was given to all PP children.</li> <li>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 Y4/5 PP children.</li> </ul>
<b>Total Budgeted Cost: £1,450. Actual Spend: £1,312</b>				