



Flockton C of E (C) First School

Flockton CE (C) First School		Academic Year 2019 -2020	Total Pupil Premium Allocation: £24,646
Number of Pupils Eligible for Pupil Premium (PP): 16* * includes Service Children and children previously CLA		Percentage of Pupils Eligible for Pupil Premium: 17%	
Barriers to Future Attainment			
In-school barriers (issues to be addressed in school)			
A.	Although PP pupils are making progress in line with non-PP pupils, this is often from a lower starting point.		
B.	Key skills in reading, phonics, mathematics and writing are not always fully consolidated; limiting access to curriculum opportunities.		
C.	Access to a broad and balanced (enriched) curriculum		
External barriers (issues which also require action outside school, such as low attendance rates)			
D.	Although attendance rates have increased, lateness of some pupils can have 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		
1. Desired Outcomes			
Desired outcomes and how they will be measured		Success criteria	
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. Low ability (LA) PP children to be a key focus group when planning and delivering learning.		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.	

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.	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.
D. Continue year on year work to meet a target of 98% attendance by the end of 2020.	Attendance and lateness of PP pupils is closely monitored and timely interventions are in place to ensure attendance remains high.
E. Provide opportunities to enhance the day to day school learning environment.	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 Academic Year 2019/20

Number of Pupils Eligible for Pupil Premium (PP): 16* 17%

* includes Service Children and children previously CLA

An amount of £24,646 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 First Teaching for All

Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead(s)	Review	Impact
A: Continue to diminish any differences in the progress and attainment of PP pupils.	<ol style="list-style-type: none"> Continuing to develop and embed the mastery curriculum, same day intervention and ensuring that support staff receive appropriate training as planned Through QFT support pupils with SPAG and vocabulary development. Teachers to plan more sequencing and inference based tasks in guided reading. Ensure children in EYFS have opportunities to enjoy a wide range of reading and to read regularly and effectively. 	<ul style="list-style-type: none"> PP data suggests that although PP pupils are making progress in line with non-PP pupils, this is often from a lower starting point. Diminishing the attainment gap between PP children and nationally is a School, Pyramid and Local Authority priority. 	<ol style="list-style-type: none"> Focus in PP meetings on the provision for PP children (in particular LA) not making expected progress. Ensure marking and feedback supports PP children within COVID-19 restrictions. Interview pupils about targets for improving writing. Monitoring of books. Feedback from class teachers and other staff in school. Complete pyramid PP children profiles for Y5 transition children 	HT (PP) Curriculum Leads (Maths, English, EYFS)	<p>Pupil Progress Reviews</p> <p>Book Monitoring</p> <p>Nov '20 Feb '21 Summer 21.</p>	<p>PP meetings did not proceed due to School Closures due to COVID-19</p> <p>These pupils data will continue to be tracked alongside peers from Sept 2020. Desired outcome carried over into 2020-2021 statement.</p> <p>Marking policy has been revised in light of COVID-19.</p> <p>Creative writing has been promoted through a curriculum review and purchasing of high quality books.</p> <p>Pyramid events did not take place due to school closures in March.</p>

<p>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.</p>	<ol style="list-style-type: none"> 1. Targeted reading and book discussion with PP pupils alongside peers. 2. Incorporate whole class reading to extending pupils' spoken vocabulary; develop comprehension. 3. Through outdoor learning provide opportunities to develop language and communication. 4. The use of purposeful, curriculum-focused, dialogue and interaction. 5. Focus on lower ability PP pupils through: Pupil Progress Meetings; Small Schools EYFS moderation. 6. Apple class to run Nuffield Early Language Intervention. 7. Timely interventions in response to return to school catch up programme. 	<ul style="list-style-type: none"> • PP data analysis identified a large proportion of the PP cohort to be low ability, particularly in KS1. • 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. • Poor oracy and social development in EYFS will have an impact on readiness for learning. • Readiness for learning has an impact on attainment and progress. 	<ol style="list-style-type: none"> 1. LA disadvantaged children are a key focus group when planning and delivering learning. 2. Focus in PP meetings on the provision for PP children (in particular LA) not making expected progress. 	<p>HT / SLT</p>	<p>Spring '20 Summer '20</p>	<p>PP children were focused readers throughout the year and attended reading interventions aimed at their individual needs.</p> <p>All staff attended a pyramid moderation meeting and Flockton hosted the year 4.</p> <p>EH has been accepted at a LA writing moderator 2020. All external moderation and data collection ceased in light of the school closures and nationwide lockdown. PP children were targeted during home-learning that occurred from March to July. AC and LH attended phase 1 phonics course AC attended learning through play course. AC & LH attended SALT course. Continued target due to school closures. Purchasing of school mobile telephone to support PP throughout lockdown. DW attended Small schools EYFS meeting – AT term. No data collection due to COVID – 19 school closures.</p>
<p>C: Review the Flockton Curriculum to ensure it is broad and balanced and offers opportunities for PP pupils to enrich their vocabulary and</p>	<ul style="list-style-type: none"> • Complete curriculum coverage and progression audit. Ensure s-plans are in place for all core and foundation subjects; incorporating key knowledge, concepts and skills to be taught and clearly defined end points. 	<ul style="list-style-type: none"> • OFSTED '19 states that Teachers need expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching. • A well-constructed, well-taught curriculum will lead 	<ul style="list-style-type: none"> • The subject curriculum will be designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils 	<p>HT Curriculum Leads (all)</p>	<p>Spring '20 Summer '20</p>	<p>Initial curriculum review September- March. QFT in all subject area. Review of teachers subject needs and possibility for CPD. Carried forward due to school closures. INSET days x 2 – curriculum review, questionnaires from parents, Governors and the church.</p>

life experiences.	<ul style="list-style-type: none"> • CPD to further develop Forest School approach and outdoor learning across school. • Access to a range of Y5 curriculum transition events. • Access to weekly music lessons – QFT. • Use of S-Plans to show explicit learning journeys to help retain key vocab and core concepts. 	<p>to good results because those results will reflect what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests.</p> <ul style="list-style-type: none"> • To ensure PP children are encountering rich learning experiences. • This will offer opportunities for PP pupils to enrich their vocabulary and life experiences and may impact on future life choices. 	<p>can work towards clearly defined end points.</p> <ul style="list-style-type: none"> • Curriculum review will have a key focus on the needs of PP pupils. • Opportunities for PP pupils to experience rich learning experiences will be planned into every topic. • PP pupils acquire the knowledge and cultural capital they need to succeed in life. • Curriculum Leads to meet with school council to discuss pupil's views of curriculum. • School Council and Ethos Group learning walks 			Continued target due to two-year curriculum overview.
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Total Actual Cost: £14,597

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?	Staff Lead	Review
B: The needs of low ability (LA) PP children to be a key focus group when planning and delivering intervention support.	<ol style="list-style-type: none"> 1. Regular Y2 phonics intervention. 2. Additional YR/Y1 phonics support 3. Targeted pupils receive interventions to support curriculum and social, emotional and mental health needs. 4. Interventions respond to immediate needs as a result of school closures. 5. Daily access to multi-sensory learning activities for EYFS. 	<ul style="list-style-type: none"> • PP data analysis identified a large proportion of the PP cohort to be low ability, particularly in KS1. • 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. 	<ol style="list-style-type: none"> 1. Focus in PP meetings on the provision for PP children (in particular LA) not making expected progress. 2. Pyramid HT Peer Review focussing on LA PP 	Intervention teacher AHT	<p>On a half-termly basis as part of pupil progress reviews.</p> <p>Phonics intervention through AT1&2 and Sp1. Targeted pupils attended weekly movement sessions.</p> <p>Targeted pupils attended weekly maths sessions.</p> <p>EYFS provision – specifically targeted for 'young – boy heavy' cohort.</p>

Total Actual Cost: £9,239

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?	Staff Lead	When we will you review
D: Continue year on year work to meet a target of 98% attendance by the end of 2020/21 academic year.	<ol style="list-style-type: none"> Weekly class attendance award Half termly attendance monitoring to be followed up by letters/interviews/ action plans where needed. Support from ASPO for families with persistent absenteeism 	<ol style="list-style-type: none"> Regular and prompt attendance ensures pupils access the full curriculum, reducing the amount of catch-up or intervention needed. 	<ol style="list-style-type: none"> Attendance monitoring Attendance reports to Governors 	HT/SBO	<p>Half termly</p> <p>Attendance was celebrated during CW.</p> <p>Spring 1 - Meeting between SLT and APSO (Jane Tinker)</p> <p>School closure & high numbers of pupils effected by COVID-19 left attendance figures an unachievable target. This will continue into 2020-2021 – with ongoing local and nationwide lockdowns.</p>
E: Provide opportunities to enhance the day to day school learning environment.	<ol style="list-style-type: none"> Ensure access to afterschool clubs and school trips. Provide milk and catered lunch. 	<ul style="list-style-type: none"> To ensure PP children are encountering rich learning experiences. Children have a hot meal and milk to ensure that they are receiving a good and varied diet. 	<ul style="list-style-type: none"> Attendance on trips/afterschool clubs. Survey of PP attendance at after-school clubs Exit surveys at the end of each club. What skills have the PP children gained after participating? Milk and lunch received. 	SBO	<p>Half termly</p> <p>All PP children were provided with ASC and access to trips.</p> <p>School had provided trips to theatre but these were cancelled due to the virus. Any residential were also cancelled.</p> <p>Children were provide with school milk.</p> <p>PP children were provided with food parcels that were delivered through school closures by school staff. PP families were then provided with weekly food vouchers including through half-term and Easter holidays.</p>
Total Actual Cost: £810					