



Flockton C of E (C) First School

<b>Flockton CE (C) First School</b>		<b>Academic Year 2019 - 2020</b>	<b>Total Projected Pupil Premium Budget: £21,675</b>
Number of Pupils Eligible for Pupil Premium (PP): 16* * includes Service Children and children previously CLA		Percentage of Pupils Eligible for Pupil Premium: 17 %	
<b>Barriers to Future Attainment</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )			
<b>A.</b>	Although PP pupils are making progress in line with non-PP pupils, this is often from a lower starting point.		
<b>B.</b>	Key skills in reading, phonics, mathematics and writing are not always fully consolidated; limiting access to curriculum opportunities.		
<b>C.</b>	Access to a broad and balanced (enriched) curriculum		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	Although attendance rates have increased, lateness of some pupils can have an impact on readiness for learning and access to the full curriculum.		
<b>E.</b>	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>	
<b>A. Continue to diminish any differences in the progress and attainment of PP pupils.</b>		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 2019/20**

**Funding is Planned for 17% of Pupils**

**An expected amount of £21,675 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**

<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>Staff Lead(s)</b>	<b>Review</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>Support creative writing by expanding children's descriptive vocabulary; and to experiment with language and sentence structure.</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>	HT (PP) Curriculum Leads (Maths, English, EYFS)	Pupil Progress Reviews Curriculum Monitoring  Spring '20 Summer '20

	<ol style="list-style-type: none"> <li>3. Teachers to plan more sequencing and inference based tasks in guided reading.</li> <li>4. Ensure children in EYFS have opportunities to enjoy a wide range of reading and to read regularly and effectively.</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>		
<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"> <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>	HT / SLT	Spring '20 Summer '20
<p>C: Review the Flockton Curriculum to ensure it is broad and balanced and offers opportunities for PP pupils to enrich their vocabulary and life experiences.</p>	<ul style="list-style-type: none"> <li>• Complete curriculum coverage and progression audit. Ensure progression frameworks are in place for all core and foundation subjects; incorporating key knowledge, concepts and skills to be taught and clearly defined end points.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A well-constructed, well-taught curriculum will lead to good</li> </ul>	<ul style="list-style-type: none"> <li>• 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 can work</li> </ul>	HT Curriculum Leads (all)	Spring '20 Summer '20

	<ul style="list-style-type: none"> <li>• CPD for school staff focusing on Quality First Teaching in all subject areas.</li> <li>• CPD to further develop Forest School approach and outdoor learning in EYFS.</li> <li>• Introduce activities such as orienteering (PPA sports teacher and Project Sport Clubs) to support a multi-sensory approach to cross curricular learning.</li> <li>• Organise whole school learning days. Invite parents to attend and share the pupil's learning.</li> <li>• Access to a range of Y5 curriculum transition events.</li> <li>• Access to opportunities to perform in music assemblies.</li> </ul>	<p>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"> <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 and may impact on future life choices.</li> </ul>	<p>towards clearly defined end points.</p> <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> <li>• PP pupils acquire the knowledge and cultural capital they need to succeed in life.</li> <li>• Curriculum Leads to meet with school council to discuss pupil's views of curriculum.</li> <li>• School Council and Ethos Group learning walks</li> </ul>		
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**Total Budgeted Cost: £11,206**

**ii. Targeted Support**

<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>Staff Lead</b>	<b>Review</b>
<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</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>Intervention teacher AHT</p>	<p>On a half-termly basis as part of pupil progress reviews.</p>

	5. Daily access to multi-sensory learning activities for EYFS.	opportunities to develop their vocabulary.			
<b>Total Budgeted Cost: £8,758</b>					
<b>iii. Other Approaches</b>					
<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>Staff Lead</b>	<b>When we will you review</b>
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"> <li>1. Weekly class attendance award</li> <li>2. Half termly attendance monitoring to be followed up by letters/interviews/ action plans where needed.</li> <li>3. Support from ASPO for families with persistent absenteeism</li> </ol>	<ol style="list-style-type: none"> <li>1. 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>1. Attendance monitoring</li> <li>2. Attendance reports to Governors</li> </ol>	HT/SBO	Half termly
E: Provide opportunities to enhance the day to day school learning environment.	<ol style="list-style-type: none"> <li>1. Ensure access to afterschool clubs and school trips.</li> <li>2. 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>• Survey of PP attendance at after-school clubs</li> <li>• Exit surveys at the end of each club. What skills have the PP children gained after participating?</li> <li>• Milk and lunch received.</li> </ul>	SBO	Half termly
<b>Total Budgeted Cost: £1,711</b>					