

Pupil Premium Strategy statement

School overview 2021-2022



| Detail | Data |
|---|--------------------------|
| School name | Flockton CE First School |
| Pupils in school | 78 |
| Proportion of disadvantaged | 28% |
| Academic year/s that our current Pupil Premium strategy covers. | 2021-2022 |
| Publish date | November 2021 |
| Review date | November 2022 |
| Statement authorised by | Emmaline Bulmer |
| Pupil Premium Lead | Emmaline Bulmer |
| Governor Lead | Jo Lavery |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil Premium funding allocation this academic year. | £29,318 |
| Recovery Premium funding allocation this academic year | £650 |
| Pupil Premium funding carried over from previous years (enter £0 if non applicable) | £0 |
| Total Budget for this Academic Year | £29,968 |

Statement of intent.

At Flockton C.E (A) First School, we have high aspirations and ambitions for all our children, irrespective of their background or the challenges they face, and we aim for all of them to make good progress and reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Pupil Premium (PP) funding will be used to support high quality first teaching; targeted academic support and wider strategies. These will be detailed below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Specific needs: Speech, language & communication difficulties and social & emotional. |

| | |
|---|---|
| 2 | Gaps in literacy (writing & reading) |
| 3 | Lack of funding to access wider opportunities |

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 Outcomes | Success criteria |
|---|--|
| PP children will receive support to enable them to make at least expected progress and where needed to meet their social and emotional needs. | PP children receive timely support through interventions to reduce factors that inhibit learning. PP children will have received timely support specific to learning or social and emotional difficulties. |
| PP children to make at least expected progress. With a focus on reading, writing and early reading (phonics) | Data collections will show expected progress in reading, writing and maths. Phonics screening will show improved outcomes for PP children. |
| 3 children eligible for Pupil Premium funding access extra-curricular activities and school trips. | No child is unable to participate in enrichment activities through lack of funds. Records will be kept of club/trip attendees for monitoring purposes. |

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: £4,521

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|----------------------------|
| Training for Monster Phonics SPS | Effective CPD will support teachers in delivering high quality first teaching. 'The best available evidence shows that great teaching is the most important lever schools have to improve outcomes for their children.' https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching | 1&2 |
| Training for wellbeing lead (SENCO) to support SEL pupils in school SENCO to work alongside Northorpe Hall and Bridge Hub | Social and emotional interventions Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 3 |

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

Budgeted cost: £21,903

| Activity | Evidence that supports this approach | Challenge number addressed |
|------------------------------------|---|----------------------------|
| 1:1 tuition small group support | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1&2 |
| Oral language interventions | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of 1 & 2 the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1&2 |
| Targeted phonics interventions | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1&2 |
| Social and emotional interventions | Social and emotional interventions Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 1 |

Wider strategies for current academic year

Budgeted cost: £3,544

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|----------------------------|
| <p>Ensure that children who are eligible for PP have access to wider opportunities through funding for clubs, trips etc.</p> <p>Provide free milk and fruit.</p> <p>Use of school mobile phone.</p> <p>Purchase of CPOMS to ensure effective recording and tracking of attendance, safeguarding, & pupils SEND needs.</p> <p>Purchase of APSO</p> | <p>Wider strategies relate to the most significant barriers to success in school. This includes supporting physical and emotional well-being of children. Offering a wide range of high-quality extracurricular activities will support wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.</p> <p>The phone has been essential to ensure we could maintain communication between school and our vulnerable PP children.</p> <p>The purchase of CPOMS system & APSO for safeguarding, attendance and SEND needs of our PP children.</p> | <p>3</p> |

Total budgeted cost: £29,968

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 2020 to 2021 academic year.

Review last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Continue to diminish any differences in the progress and attainment of PP pupils. | Considering the disruption to learning caused by Covid-19 school closures that continues into 2021, the pupil premium children have received support and QFT to ensure gaps in learning were similar to their peers. The children were well supported through the pandemic. Further monitoring will be needed throughout 21-22. |
| Review the Flockton Curriculum to ensure it is broad and balanced and offers opportunities for PP pupils to enrich their vocabulary and life experiences. | Eligible pupils have been supported by to access additional opportunities such Art days, ASC, lunch time clubs etc. School have provided each child with a ukulele for weekly lessons so there is no discrimination to them accessing learning a musical instrument. Interests of pupils or limitations have all been considered when planning our curriculum. Unfortunately, due to COVID-19 restrictions trips were unable to commence. Other opportunities were organised within the school. |
| Provide opportunities to enhance the day to day school learning environment. | PP children enrichment activity costs have been covered by the school. Access provided to wrap-around-care where needed to support pupil's attendance at school. |
| Continue year on year work to meet a target of 98% attendance by the end of 2020/21 academic year. | Attendance disrupted by continual Lockdowns and school closures. A large majority of PP children were allocated a space in school. The others that chose to stay at home were provide with high quality home learning and daily interactions with peers and teaching staff. Learning supply packs were sent home so children had access to classroom materials. CPG home study books were also provided for each child in phonics, reading, mathematics, handwriting and SPAG. Access provided to wrap-around-care where needed to support pupils attendance at school. |
| The needs of low ability (LA) PP children to be a key focus group when planning and delivering intervention support. | School places were offered to PP pupils during Covid school closures and positive discrimination ensured that these pupils have had regular additional access to appropriate timely nurture support, targeted intervention/targeted teaching and have therefore been |

fully engaged and active participants in lessons. Pupil resilience has developed in some cases however the impact of school closures has also meant that further work has to be done in this area as it did have a negative impact on pupil wellbeing. Being in school supported these pupils to have routine, stability and purpose and therefore balanced out the negative impact on well-being.