

Flintham Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Flintham Primary
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01.10.2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Janette Dunderdale
Pupil premium lead	Janette Dunderdale
Governor / Trustee lead	Helen Colby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,000
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,000

Part A: Pupil premium strategy plan

Statement of intent

Our broad and overarching objective for disadvantaged pupils at Flintham Primary is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They very quickly lose any reading attainment deficit they have on entry to school and all leave KS1 as fluent and proficient readers.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.

Challenges

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

Challenge number	Detail of challenge
1	Limited language and vocabulary for PP pupils compared to non-PP pupils.
2	Pupils writing is impacted on through their limited language and vocabulary compared with non-PP pupils. The impact of lockdowns exacerbated this situation.
3	Limited early reading experience affect attainment in KS1 and later their progress in KS2
4	Limited early maths experiences affect attainment in KS1 and later their progress in KS2
5	Disadvantaged pupils have lower attendance than non-disadvantaged pupils.
6	Limited life experiences and opportunities to join in enrichment activities.

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 outcome	Success criteria
PP children make better than national typical progress in writing. An increased number attain ARE and GD at end of key stages compared to previous key stage.	Individual pupil's progress scores are greater than 0 in writing. Individual attainment for PP pupils show that they have held their previous key stage judgement and some have lifted up to higher judgement in writing.
PP children make better than national typical progress in reading. An increased number attain ARE and GD at end of key stages compared to previous key stage.	Individual pupil's progress scores are greater than 0 in reading. Individual attainment for PP pupils show that they have held their previous key stage judgement and some have lifted up to higher judgement in reading.
PP children make better than national typical progress in maths. An increased number attain ARE and GD at end of key stages compared to previous key stage.	Individual pupil's progress scores are greater than 0 in maths. Individual attainment for PP pupils show that they have held their previous key stage judgement and some have lifted up to higher judgement in maths.
PP attendance increases to be at least in line with national figures for all pupils.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.
PP children will not be disadvantaged to non-PP children with regards to enrichment activities.	All children have the same enrichment opportunities and PP pupils have been supported to access enrichment and extracurricular activities.

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued teaching of RWI in EYFS and KS1. CPD for the teaching of whole class guided reading in KS2	EEF –Improving Literacy in KS 1 Strand 3,7, 8 Improving Literacy in KS 2. Strand 2, 3, 7	1, 2 & 3
NELI	EEF- Improving Literacy in KS 1 Strand 1	1, 2 & 3
Quality first teaching of Mathematics to ensure there is a consistent mastery approach across school and an ensured skills progression to aid pupils' understanding and attainment	EEF-Improving mathematics in Early Years and KS1 Strand 1-5 EEF- Improving mathematics in KS2 and KS3 Strand 1-8	4

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics programme Reception to Year 2 and targeted group in Year 3	Pupils are to receive same day RWI interventions to assist with keeping up with all pupils in their group and not falling behind <i>EFF: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i> <i>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i>	1, 2 & 3

<p>To further develop fluency and comprehension skills through quality first teaching of fluency and comprehension strategies modelling and practise for all children in KS2</p> <p>Purchase of targeted reading books appropriate for age and ability</p> <p>Volunteer Adult Reader for those reluctant readers at home</p> <p>Literacy Volunteer to support disadvantage children with reading</p> <p>Complete fluency assessments (DIBELS)</p>	<p>EEF -Improving Literacy in KS2</p> <p>Strand 2</p> <p><i>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text.</i></p> <p>Strand 3</p> <p><i>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension.</i></p> <p><i>These include:</i></p> <ul style="list-style-type: none"> • Prediction • Questioning • Clarifying • Summarising • Inference • Activating prior knowledge 	<p>1, 2 & 3</p>
<p>To further develop mastery approach in mathematics using primarily White Rose and other resources including accessing the recap and assessment resources and Flashback 4</p>	<p>EEF-Improving mathematics in KS2 and 3 Strand 7</p>	<p>1 & 4</p>
<p>Purchase 1:1 programmes to be used at home and at school</p> <p>Nessy</p> <p>Toe-by-Toe</p> <p>Power of 1</p>	<p>EEF parental engagement</p> <p>EEF digital technology</p>	<p>1, 2, 3 & 4</p>
<p>1:1 and small group tutoring for PP children with TA</p>	<p>EEF small group tuition</p>	<p>1, 2, 3, 4 & 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools Strand 1,2,3,5	1, 2, 3, 4, 5
Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils	5 & 6
To continue to build and promote children's resilience and wellbeing through the school ethos, 'Tough Tortoise', Library and Mindfulness Art Club		1, 2, 3, 4, 5 & 6

Total budgeted cost: £ 10,500

Part B: Review of outcomes 2021-22 the previous academic year

Intended outcome	Review of 2021-22 Outcomes against three year success criteria
<p>PP children make better than national typical progress in writing. An increased number attain ARE and GD at end of key stages compared to previous key stage.</p>	<p>Individual pupil's progress scores are greater than 0 in writing. Was greater than zero (1 pupil) Individual attainment for PP pupils show that they have held their previous key stage judgement and some have lifted up to higher judgement in writing.</p>
<p>PP children make better than national typical progress in reading. An increased number attain ARE and GD at end of key stages compared to previous key stage.</p>	<p>Individual pupil's progress scores are greater than 0 in reading. Was greater than zero (1 pupil) Individual attainment for PP pupils show that they have held their previous key stage judgement and some have lifted up to higher judgement in reading.</p>
<p>PP children make better than national typical progress in maths. An increased number attain ARE and GD at end of key stages compared to previous key stage.</p>	<p>Individual pupil's progress scores are greater than 0 in maths. Was greater than zero (1 pupil) Individual attainment for PP pupils show that they have held their previous key stage judgement and some have lifted up to higher judgement in maths.</p>
<p>PP attendance increases to be at least in line with national figures for all pupils.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. PP pupils attendance 92.8% 2021-22, greater than national PP pupil 90.5%, however below school all pupils and same as national for all pupils.</p>
<p>PP children will not be disadvantaged to non-PP children with regards to enrichment activities.</p>	<p>All children have the same enrichment opportunities and PP pupils have been supported to access enrichment and extracurricular activities. (In academic 2021-22 PP pupils access all class enrichment activities and a number attended extracurricular activities).</p>

Pupil premium strategy outcomes

Disadvantaged pupil attainment and progress scores for last academic year based on Year 6 KS2 SATs

#Note: as can be seen from the School Overview above we are a small school with low numbers of Disadvantaged Pupils. We are also based in a rural community where people know each other well and know most other people in the school community. Additionally, we recognise that in order to provide confidentiality the Department for Education (DfE) suppress any public data for schools where the cohort/group size is less than 6 pupils.

With these elements in mind we have not published (in this public version of our strategy) any pupil outcome data within this document because all of our cohorts have less than 6 disadvantaged pupils. A version of this document that contains analysis of the performance of all disadvantaged pupils is held within school and is also provided to both Equals Trust and our School's Governing Body. This is used by us to evaluate the impact of Pupil Premium funding spend in our school.

COVID recovery

Our COVID Recovery concentrated on:

1. Re-introduction back into school "Flying Again at Flintham" (All children returned to school, full curriculum is being taught)
2. Early reading and phonics for KS1 children (2022 100% of children met the screener)
3. Teaching Year 1 and Year 2 children separately for mathematics and introduction of White Rose maths (whole school following WRM curriculum KS1 maths outcomes EXS+ 75%, above National 68% GDS 31%, above National 15%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
We worked with the local English hub to evaluate our phonics provision because we have a long-term aspiration for every child to be an effective early reader and we want to take our percentage of pupils attaining the phonics screener to be 100% (was always above national previously). This evaluation has helped to inform a key element of our PP strategy for the academic year 2021/22	Read, Write, Inc purchased to begin implementation September 2021 Outcomes July 2022 100% passed phonics check.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

<i>See above re. English hub work.</i>
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