

Flushing C of E Primary School Pupil premium strategy / self-evaluation 2020-21

1. Summary information					
School	<p>Flushing C of E Primary School</p> <p>The school has screened every Pupil Premium child for learning, PSHE, medical and family needs using data, pupil records and teacher knowledge of the children. The aim is to ensure that each Pupil Premium child is helped to achieve their potential rather than specific assessment targets for their age group.</p> <p>The screening is based upon asking the question, what factors are holding this child back from achieving their potential?</p> <p>Assignment of funding and intervention is based upon the question, what does this child need, in terms of support, to reduce those factors. Funding and intervention should also benefit those children who are not Pupil Premium (or may be, as yet, unidentified PP), who have similar issues. PE Premium funding can be used to support certain physical and health needs.</p>				
Academic Year	2020-21	Total PP budget	11,308	Date of most recent PP Review	Mar 21
Total number of pupils	77	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Jan 22

2. Current attainment		
% based on 2020 data (inclusive of the effect of school closure due to Covid) *Figures not adjusted for Covid	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)*</i>
% achieving expected standard or above in reading, writing & maths	60%	70%
% making expected progress in reading (as measured in the school)	60%	80%
% making expected progress in writing (as measured in the school)	60%	83%
% making expected progress in mathematics (as measured in the school)	60%	81%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Boys entering EYFS with below age-related expectations, especially in language and communication.	
B.	Lack of learning independence and engagement in reading and writing amongst boys.	
C.	Children with emotional needs which need to be met before they can fully engage in learning.	

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Home learning, engagement and socio-emotional issues due to school closures during the Pandemic.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve pupil literacy skills in phonics, reading and writing.	PP pupils make expected progress.
B.	Improve pupil numeracy skills.	PP pupils make expected progress.
C.	Children's emotional needs supported through targeted interventions for individual pupils to assist engagement and learning.	Increase in confidence, resilience and perseverance in learning.
D.	EWO/Parent support advisor provides a range of services to support families.	Support and services accessed leading to reduction in absences and increase in engagement.

5. Review of expenditure				
Previous Academic Year	2020-21	Total Funding - £11,308	Expenditure - £10,050	
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Training and support for all staff	All pupils access quality first teaching	Training to support delivery of phonics and spelling. Phonics results have improved and become consistent.	Specific training in key areas has more impact (and is easier to measure) than broader training.	500
SEN Teacher Assistant Support	All SEN pupils receive support in class and lunchtime (to increase activity).	SEN Teaching Assistants – Using data from 2015-19 assessments, results are variable based upon very small data. KS2 FSM achievement has been broadly in line with national averages. KS1 FSM achievement has been in line. As FSM progress through school progress and attainment improves broadly to be on a par with National FSM rates. Clear evidence that intervention and PP expenditure is having an impact.	Specific programmes linked to child's needs has more impact (and is easier to measure) than broader training.	4,805

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Pupil led; Reading Support Mentoring Resource support	Key reading and maths skills improve leading to expected outcomes.	Mentoring Support – 1 to 3 support in developing individual outcomes in Reading/Maths/GPS. Sessions are once a week for 40 minutes and allow the opportunity to review and reinforce learning in a small group. Outcome was that children were better prepared for secondary school, especially in maths and reading confidence.	Significant progress in terms of skills, not always translated in terms of SAT outcomes. Has increased confidence amongst pupils and raised expectations.	550
		Reading Support – 3 groups of 3 children have benefitted from 2 x 40 minutes support per week over the year. Support has concentrated on the development of comprehension skills. Pupils, on average have improved by 1 point on the 0-9 scale over the year. Out of the 6 that did the intervention before assessments, 3/6 achieved expected in reading that were previously below expected.	Improved SAT outcomes in ks1&2. Difficult to maintain sessions on a regular basis.	2,125
		Resource Support – Purchase of materials to support home learning.	Successful engagement of pupils in home learning.	326
Family led; Access to services Family Support	Decrease in absences, rise in engagement.	Parental Support – an average of 14 Free school meals were provided and 6 subsidies of trips. 1 child supported with access to childcare clubs. PP also given uniform subsidy allowances. The impact has been that these children have had experiences/support that may not have had.	Significant impact on engagement and support specifically for one family.	1,744

6. Planned expenditure

Academic year

2021-22 Funding = £11,380 plus carry forward from 20/21 of £1,258

The headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Recovery teaching	To assess and reduce gaps in learning caused by Pandemic.	DFE recovery funding is insufficient to impact on this. This input will help to create a more effective package for each child.	<ol style="list-style-type: none">1. Assessment of need.2. Targeted resources to support tutoring.3. Tutoring and then review of progress.	Head/ Senco	September 2021.
Appropriate training for all staff.	All pupils access quality first teaching.	Quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.	Observations/book scrutiny and performance management.	Head and coordinator leads.	Termly
SEN TA support for pupils.	Specific barriers to learning are reduced.	Quality one to one/small group support that is purposeful and focused has a high impact on raising attainment.	Regular feedback between adults delivering the support and class teachers	Teachers	Ongoing
Total budgeted cost					£7,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1 to 1 mentoring Group mentoring Thrive support	Key reading and maths skills to improve.	Quality one to one/small group support that is purposeful and focused has a high impact on raising attainment.	Review of outcomes at the end of each programme.	Head	End of each programme

<p>Counselling Access to services Family Support EWO/PSA Access to clubs/ residential.</p>	<p>All PP pupils have the same opportunities to experience a wide range of activities.</p>	<p>PP pupils need to have the same opportunities as all children to ensure a level playing field in terms of engagement and development.</p>	<p>Review of outcomes at the end of each programme.</p>	<p>SenCo Head</p>	<p>End of each programme</p>
Total budgeted cost					<p>£5,638</p>