

Flushing C of E Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|------------------------------------|
| School Name | Flushing C of E Primary |
| Number of pupils in school | 93 |
| Proportion (%) of pupil premium eligible pupils | 14.88% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | September 2022 to August 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Robert Hurrell |
| Pupil premium lead | Tamsin Lamberton / Adrian Mutsaers |
| Governor / Trustee lead | Leslie Hygate |

Funding overview

| Detail | Amount |
|---|--------------------------------|
| Pupil premium funding allocation this academic year | £ 1,345 x16 PP +£310 x2 SPP |
| Recovery premium funding allocation this academic year | £2,630 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £ 24,770 |
| Total budget for this academic year | £24,770 |

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| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |
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Part A: Pupil premium strategy plan

Statement of intent

Irrespective of background or challenges faced, the aim at Flushing C of E Primary School is that all pupils make good progress and achieve high attainment across all subject areas. The pupil premium strategy focuses on supporting disadvantaged pupils to achieve that goal and to ensure high attainers continue to progress.

Central to our approach is focussing on areas in which disadvantaged children require the most support. This will be achieved through high-quality teaching which is proven to have the greatest impact on closing the attainment gap. Our intention is to ensure that through focussing on disadvantaged childrens' progress, our non-disadvantaged childrens' attainment and progress will flourish alongside their peers.

Consideration will be taken to consider challenges faced by vulnerable children regardless of Pupil Premium status. This includes those who are young carers, have social workers, have limited access to resources such as IT or support, for example outside agency services.

Our strategy will aim to target and support those children in need of education recovery, diagnosed through robust assessment and teacher knowledge of the children. To ensure effectiveness we will:

- track progress and identify gaps through regular assessments
- ensure early intervention at the point of need is identified
- ensure disadvantaged children are challenged in the work they are set
- share this plan and monitor the outcomes

Pupil Premium children are screened to determine possible factors holding the child back from achieving their potential. Screening covers needs in areas such as learning, PSHE, family and medical using data, records and staff knowledge. Funding is based upon what the child needs in terms of support to reduce the barrier to learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Children, especially boys, entering EYFS with below age-related expectations especially in language, communication and social skills. |
| 2 | Children with emotional needs which need to be met before they can fully engage in learning. |
| 3 | Reduced learning independence and engagement in reading, writing and maths amongst many children, particularly boys, throughout the school. |
| 4 | Low attendance, attainment and parental engagement of many children using the ferry service. |

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 |
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| To achieve and sustain improved wellbeing for all pupils in the school in particular our disadvantaged children. | High levels of wellbeing demonstrated by: an inclusive provision; high levels of good behaviour, attendance and engagement; an increase in participation in enrichment activities; programme end reports. |
| Improved reading and writing attainment among disadvantaged pupils, especially boys and pupils in need of recovery provision | Assessments, observations and discussions indicate improved reading and writing progress, from initial baseline, among boys and disadvantaged pupils. Ensure triangulation of engagement in lessons, formative assessment and book scrutiny informs these outcomes. |
| Improved oral language skills, vocabulary and communication skills among disadvantaged pupils, especially boys and pupils in need of recovery provision. | Assessments, observations and discussions indicate improved oral language progress, from initial baseline, among boys and disadvantaged pupils. Ensure triangulation of engagement in lessons, formative assessment and book scrutiny informs these outcomes. |
| Improved maths attainment among disadvantaged pupils, especially boys and pupils in need of recovery provision. | Assessments, observations and discussions indicate improved maths progress, from initial baseline, among boys and disadvantaged pupils. Ensure triangulation of engagement in lessons, formative assessment and book scrutiny informs these outcomes. |

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: £16,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of phonics programme (Read, Write Inc.) to secure stronger phonics teaching for all pupils. | There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1,3 |
| Purchase of PSHE learning programme (Jigsaw) to improve the quality of teaching and learning in this area | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already | 2, 4 |
| Enhancement of maths teaching for mastery through: teacher release time for CPD; access to resources (White Rose, Power Maths, Classroom Secrets, Twinkl) to | Schools should focus on improvements to core classroom teaching that support all children in the class. With this in place, the need for catch up intervention should decrease. https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics | 3 |

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| embed key elements. | | |
| Purchase of standardised diagnostic assessments. | Teachers should provide high quality instruction, including the use of assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; assessment strategies are required to set learning intentions and to assess learning gaps. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback | 1,3 |

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

Budgeted cost: £8,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Precision teaching approach of intervention to improve mathematical fluency and gaps in knowledge. | High-quality, structured intervention may still be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send | 3 |
| Precision teaching approach of intervention to improve phonics, grammar and reading. | High-quality, structured intervention may still be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send | 1 |
| Provision of 1:1 play therapy for pupils identified as having emotional needs. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning | 2,4 |
| Additional phonics sessions targeted at disadvantaged pupils and children in need of support. | Targeted phonics interventions, identified through the Read, Write Inc. programme will positively impact children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1,2,3 |

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

Budgeted cost: £2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contingency fund for acute issues (parental support / emotional support) and access to outside agencies. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2,4 |
| Fund for support of costs such as uniform, trips, residentials, childcare costs for pupil premium pupils | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment | 2,4 |

Total budgeted cost: £26,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments for the academic year 2021/22 suggested that (as the previous school year also suggested) overall performance of all pupils was lower in writing and maths and that the disadvantaged children, although variable, is in line with that analysis. In general, the reading performance across the year groups was more in line with previous assessments. However, in UKS2, Grammar, Punctuation and Spelling results are slightly lower than in previous years.

At the end of the 2021/22 school year, disadvantaged children from years 1 to 5 (current years 2 to 6) were working at levels significantly below age related expectations. In reading, 66.7% of disadvantaged children were working below age related expectations. In maths, this figure was 46.7% and in writing it was 73.3%. Despite interventions and recovery sessions in maths and literacy there are questions surrounding whether the interventions have yielded the desired effect. As a result of this, Read, Write Inc has been introduced to the school in order to raise standards of literacy. Also, reviewing of current intervention strategy will be scrutinised in order to ensure that interventions are having the maximum impact.

Attendance among disadvantaged children has been highlighted with almost two thirds (63%) of disadvantaged children having an attendance percentage of below 95%. Digging deeper, of this group of children, 70% of them are children that use the ferry to school regularly. Measures will be put into place to ensure that communication and parent engagement are addressed to increase attendance figures of this group of children.

Assessments and observations continue to highlight the impact of Covid and lockdowns on the mental health and wellbeing of many children in the school. Issues are addressed through PSHE sessions throughout the school, using the Brook scheme of work. However, it is felt among teachers that a more structured approach is required and the school is investigating using Pupil Premium funding to invest in the Jigsaw scheme of delivering PSHE.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
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| Power Maths | Pearson |
| Success for all Phonics | FFT |
| Making Sense of Numbers | Number Stacks |
| Play Therapy | Leanne Simmonds |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| Support to access childcare, residential trips and transition packs when pupils are posted. |
| The impact of that spending on service pupil premium eligible pupils |
| Increased access and support. |