

Flushing C of E Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the **(Sept) 2021 to (August) 2022** 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	Flushing C of E Primary
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year that our current pupil premium strategy plan covers	September 2021 to August 2022
Date this statement was published	2/12/21
Date on which it will be reviewed	29/9/22
Statement authorised by	Robert Hurrell
Pupil premium lead	Mark French
Governor / Trustee lead	Leslie Hygate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,070
Recovery premium funding allocation this academic year	£2,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,075
Total budget for this academic year	£21,775

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, will make good progress and achieve high attainment across all subject areas. 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.

We also aim to assist pupils to have better access to resources (IT/Uniform) and opportunities (access to childcare and social interaction) and support (parental & pupil access to services).

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is central to 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.

Our strategy is also integral to wider school plans for education recovery, notably targeted in school support for pupils whose education has been worst affected, including non-disadvantaged pupils and the use of external tutors where needed.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- track progress and identify gaps through regular assessments
- monitor the outcomes of this plan.

The school has screens Pupil Premium children 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.

The screening is based upon asking the question, what factors are holding this child back from achieving their potential?

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.

Challenges

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

Challenge number	Detail of challenge
1	Boys entering EYFS with below age-related expectations, especially in language and communication.
2	Reduced learning independence and engagement in reading and writing amongst boys.
3	Children with emotional needs which need to be met before they can fully engage in learning.
4	Home learning, engagement and socio-emotional issues due to school closures during the Pandemic.

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
Improved oral language skills, vocabulary and communication skills among disadvantaged pupils, especially boys and pupils in need of recovery provision.	Assessments and observations indicate significantly improved oral language progress (from the initial baseline) among disadvantaged pupils (& boys). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils, especially boys and pupils in need of recovery provision.	Assessments and observations indicate significantly improved reading and writing progress (from the initial baseline) among disadvantaged pupils (& boys). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment among disadvantaged pupils, especially boys and pupils in need of recovery provision.	Assessments and observations indicate significantly improved maths progress (from the initial baseline) among disadvantaged pupils (& boys). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> programme end reports (including pupil/parent/teacher feedback)

	<ul style="list-style-type: none">• an increase in participation in enrichment activities, particularly among disadvantaged pupils• an inclusive provision• sustained levels of good behaviour, attendance and engagement.
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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: £6,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,4
Embedding oracy activities across the school curriculum.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1,2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1,2
Enhancement of our maths teaching and curriculum planning funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	4
Improve the quality of Personal, health and social and emotional learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3,4

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

Budgeted cost: £13,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve mathematical skills and gaps in knowledge.	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:	4
Provision of small group and 1 to 1 mathematics tuition (using the programme above)	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:	4
Purchase of a programme to improve reading and writing skills and gaps in knowledge.	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:	2,4
Provision of small group and 1 to 1 reading and writing tuition (using the programme above)	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:	2,4
Additional phonics sessions targeted at disadvantaged pupils and children in need of recovery support who require further phonics support.	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:	1,2,4
Provision of 1 to 1 play therapy for pupils identified as having emotional and social needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3,4
Provision of a language support programme (NELI) designed to improve children's vocabulary, listening and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of	1,2,4

narrative skills for 4-5 years olds.	the two show positive impacts on attainment:	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund for the support of uniform, trips and 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 (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4
Contingency fund for acute issues (parent support/emotional support) and access to EWO/PSA etc.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3

Total budgeted cost: £21,775

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our internal assessments during 2020/21 suggested that the performance of all pupils was lower in maths and writing than previous years and that disadvantaged pupils was variable but in line with that analysis. Generally, the performance in reading cross year groups was more in line with previous assessments.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to most pupils but especially disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by maintaining a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as live and recorded teaching by the class teachers and the use of published lessons, for example provided by Oak National Academy, provision of iPads for all pupils and 25% of pupils in school (during the 2nd lockdown).

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Before and after lockdowns the following interventions were put in place to address these issues.

Mentoring Support – 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.

Reading Support – 3 groups of 2 children benefitted from 2 x 40 minutes support per week over the year. Support has concentrated on the development of comprehension skills.

Home Learning Support – Purchase of materials to support home learning, especially text books to avoid printing costs for parents.

Parental Support – Free school meals were provided, even when not funded and subsidies of of the school residential in London. There was supported access to childcare clubs and access

to uniform subsidy allowances. The impact has been that these children have had experiences/support that may not have had.

Play Therapy – 1 to 1 intervention for pupils during school time for emotional and social needs.

The pupil premium plan for 2020-21 was reviewed using the previous proforma in March 2021. Please see for more details on the use of PP funding.

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
Power Maths	Pearson

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?	Support to access childcare and residential trips.
What was the impact of that spending on service pupil premium eligible pupils?	Increased access and support.