

# Pupil Premium Strategy Statement

School Overview 2023-26



| Detail  | Data                         |
|---|------------------------------|
| School name   | Flockton CE (C) First School |
| Pupils in school  | 80                           |
| Proportion of disadvantaged                                     | 35%                          |
| Academic year/s that our current Pupil Premium strategy covers. | 2023-2026                    |
| Publish date  | November 2023                |
| Review date   | November 2024                |
| Statement authorised by   | Emmaline Taylor              |
| Pupil Premium Lead  | Emmaline Taylor              |
| Governor Lead   | Jo Lavery                    |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil Premium funding allocation Academic Year 2023-24.                             | £41,649 |
| Recovery Premium funding allocation Academic Year 2023-24.                          | £3,915  |
| Pupil Premium funding carried over from previous years (enter £0 if non applicable) | £0      |
| Total Budget for Academic Year 2023-24.   | £45,564 |

## Statement of Intent

At Flockton C.E (C) 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.

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

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: SMEH, speech and language, behaviour support. |
| 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 and mental health needs. Through support attendance of all PP and PLAC pupils is good or better. Children will be successful in school and their self-esteem improved allowing that to make good progress in class in-line with their peers. | 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. Support will be given to improve behavioural needs and address any factors impacting upon individual pupils. |
| PP children to make at least expected progress. With a focus on reading, writing and early reading (phonics). Increase outcomes in phonics screening and end of KS1 phonics data, writing outcomes & reading outcomes. PP will be targeted and supported in class and have access to QFT through high quality teaching, and teaching resources.                                     | Data collections will show expected progress in reading, writing and maths. Phonics screening will show improved outcomes for PP children.  |
| Children eligible for Pupil Premium funding will access extra-curricular activities and school trips in-line with their peers.  | 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: £2,231

| Activity  | Evidence that supports this approach   | Challenge number addressed |
|---|--|----------------------------|
| Training for Monster Phonics SPS for new staff. | Effective CPD will support teachers and ETA in delivering high quality first teaching. | 1&2                        |

|  |  |   |
|--|--|---|
| <p>Continued professional development for literacy, EYFS, phonics &amp; reading leads</p> <p>Purchasing of Pathways to Write literacy scheme.</p>                  | <p>Curriculum leads to continue working alongside the Outwood English hub to ensure that teachers are highly skilled and have access to best practise. To follow the advice of the Outwood English hub and implement improvements into school practise.</p> <p>To use Pathways to write to ensure all teachers have access to high quality literacy planning. To ensure that pupils have access to high quality resources.</p> <p>'The best available evidence shows that great teaching is the most important lever schools have to improve outcomes for their children.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/primary">https://educationendowmentfoundation.org.uk/education-evidence/primary</a></p> |   |
| <p>Training new members of staff to deliver interventions. (SENCO)</p> <p>Training for SENCO to ensure best practise when supporting children with SMEH needs.</p> | <p>SMEH interventions, Time to talk, Speech and Language, Managing Trauma based behaviour.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>  | 3 |

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

Budgeted cost: £39,592

| 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                        |
| 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:   | 1&2                        |

|                                    |  |   |
|------------------------------------|--|---|
|                                    | Phonics   Toolkit Strand   Education Endowment Foundation   EEF  |   |
| Social and emotional interventions | <p>Social and emotional interventions</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> | 1 |

## Wider strategies for current academic year

Budgeted cost: £3,741

| 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>Access to wrap around care when issues with PA.</p> <p>Purchase of CPOMS to ensure effective recording and tracking of attendance, safeguarding, &amp; pupils SEND needs.</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. This includes access to the residential trip at a significantly reduced cost.</p> <p>Where a PP child is a PA places to breakfast club will be offered to get the child into school earlier.</p> <p>The purchase of CPOMS system &amp; APSO for safeguarding, attendance and SEND needs of our PP children.</p> | 3                          |

## Impact on PPG in school. 2023

|                  | PPG Pupils School % | National % | Whole Class | National % |
|------------------|---------------------|------------|-------------|------------|
| EYFS – GLD       | 66.7                | 52.1       | 73.7        | 67.2       |
| Phonics – Year 1 | 50                  | 66.8       | 81.8        | 78.9       |

|               |     |      |      |      |
|---------------|-----|------|------|------|
| Phonics KS1   | 100 |      | 100  |      |
| KS1 – Reading | 80  | 53.9 | 77.8 | 68.3 |
| KS1 – Writing | 60  | 44.4 | 66.7 | 60.1 |
| KS1 – Maths   | 100 | 55.8 | 88.9 | 70.4 |
| WRM           | 60  | 40.2 | 66.7 | 56   |

### Attendance impact

Attendance of PPG pupils = overall absence 3.6% compared to the previous year at 6.4%. This is 4.7% lower than National.

Disadvantage pupils are in the 2<sup>nd</sup> percentile of national figures when compared to other schools.

Persistent Absenteeism of disadvantaged pupils is 5% which is 23.8% lower than National figures.

All PPG pupils have access to trips, workshops, clubs, breakfast club when needed and support through HQT in class. Interventions- and support ensure that our PPG pupils have the tools and skills to successfully be Rooted in the school community and Branch into the Future in line with our Christian vision.

### 2023-2024

#### Challenge 1 Specific needs: SMEH, speech and language, behaviour support.

Our evidence shows that the majority of children from our disadvantaged group require support to be prepared and ready to learn when they arrive at school. Members of staff have built up good relationships with all parents of eligible children which has resulted in these parents feeling comfortable sharing any issues they are having. All eligible children’s attendance has been above 90%; where is not impacted due to the specific need of the child. The Attendance Officer has been very vigilant with children’s attendance and offered friendly support to ensure children attend school. A Uniform Exchange within school alongside donating to the official Uniform Exchange scheme has been effectively used by families. Staff have proactively supported our disadvantaged families by gifting appropriate clothing prior to it being required for example sending the next size up clothing at the end of the school year ready for the following year when the child will have grown. All eligible children have been actively supported by staff members and all state that they feel safe in school and that they have someone to talk to if they wish to do so. We have supported individual pupils to settle into school and have worked closely with external services, and the Local Authority to improve the attendance for our PP children. The Headteacher has worked with other Heads, and Positive Guidance. Interventions have ensured that pupils have successfully settled into school.

### What did the attendance of PP children look like in 2023-2024

| Attendance Headlines |       | YEAR TO DATE |         |          | 4 Sept 23            | - 19 Jul 24 |
|----------------------|-------|--------------|---------|----------|----------------------|-------------|
| All Pupils           | Girls | Boys         | FSM6    | Not FSM6 | Persistent absentees |             |
| 95.0%                | 95.1% | 94.8%        | 93.5% ● | 95.9%    | 9.9% ●               |             |

| Attendance at the end of the academic year |     |       |       |     |       |
|--|-----|-------|-------|-----|-------|
| SPA  | PA  | 91-93 | 94-96 | 96+ | Total |
| 1  | 4   | 9     | 4     | 14  | 32    |
| 3%   | 12% | 28%   | 13%   | 44% | 100%  |

Our attendance for PP children was above National at 93.5%. However, it was still slightly below, -2.4%, our Non-FSM pupils. The attendance rate for our PP children was 6.5% which is an increase on last year by +2.9%.

We had fixed-term exclusions in the Autumn Term. We put some successful interventions in place, through close working of the DSL, SENDco and external services, to ensure that decreased and by the Spring term had reduced them completely. Persistent Absenteeism of disadvantaged pupils is 6.4% which is significantly lower than National figures. Our attendance is lower with some children due to additional support they receive to ensure their EHCP needs are met.

## Challenge 2

We are continuing to narrow the gap between the attainment between our disadvantaged children and non-disadvantaged. This continues to be a challenge. A number of our children who are entitled to PP also have additional needs. These children have My Support Plans and their needs are being met and their learning is challenging and although they have all made progress, overall attainment still remains below their non-PP peers.

Through the introduction however, of Pathways we are seeing children exposed to a greater range of vocabulary and using these in their written work. Children are engaged in lessons and can talk avidly about their work. Pupil confidence in writing has increased.

|                  | PPG Pupils School % | National % | Whole Class | National % |
|------------------|---------------------|------------|-------------|------------|
| EYFS – GLD       | 66 (2)              | 52.1       |             | 67.2       |
| Phonics – Year 1 | 57 (4)              | 66.8       | 100         | 78.9       |
| Phonics KS1      | 60 (3)              |            |             |            |
| KS1 – Reading    | 60 (3)              | 53.9       |             | 68.3       |
| KS1 – Writing    | 60 (3)              | 44.4       |             | 60.1       |
| KS1 – Maths      | 60 (3)              | 55.8       |             | 70.4       |
| WRM              |                     | 40.2       |             | 56         |

## Challenge 3

We continue to offer access to wider opportunities for our disadvantaged children to expand their opportunities which enables them to reach their full potential. All eligible children who were entitled to a subsidised residential took part. All eligible children have taken part in during school time enhancement activities and some children have taken part in an afterschool enhancement session.