

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Flyford Flavell Primary School
Number of pupils in school	7
Proportion (%) of pupil premium eligible pupils	5.11%
The aims and core ethos underpin the implementation of a 3 Year strategy. Funding however, is allocated on an annual basis so that it responds to current/relevant needs which may change over time.	2023 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rosalind Bennett <i>Headteacher</i>
Pupil premium lead	Rosalind Bennett
Governor / Trustee lead	<i>Anne Howarth</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation.	£10185 Received 23/24
Recovery premium funding allocation.	£500 Received 23/24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10685.00 Received 23/24 £10185.00 expected 2024/25

<b>Purchases 2023/24</b>	<b>Cost</b>
Maths Tutor	£3000.00
Trips, Educational Visits, Clubs	£1574.81
Uniform Grant	£250.00
Wrap Around Care	£1676.00
Learning Resources/Licences	£1000.00
Small Group Work/1:1 Intervention Contribution	£3184.19
<b>Total of Grant Spent</b>	<b>£10685.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Flyford Flavell Primary School , our intention is that all pupils, irrespective of their background or the challenges they face, 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.

High-quality 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- consistently improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in Reading, Writing and Numeracy compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- improve attendance for all disadvantaged pupils so that attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally.
- provide all disadvantaged pupils with the knowledge and cultural capital they need so that they succeed in life.

#### **Key principles of our strategy plan:**

We will:

1. Assess the needs of all disadvantaged pupils.
2. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this. Recognise that not all children experiencing disadvantage attract additional funding.
3. Ensure that the most vulnerable are our priority. Support will also focus on those pupils who have been most adversely affected by the COVID-19 pandemic.
4. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.

5. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately.
6. Build in pastoral packages that ensure that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
7. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
8. Utilise staff strengths so that planned action has the biggest impact.
9. Rigorously and frequently track their progress.
10. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
11. Act early to intervene at the point a need is identified.
12. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
13. Ensure disadvantaged pupils are challenged in the work that they're set.

## Challenges

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

Challenge number	Detail of challenge
1	There are a number of PP pupils who are also on the school's SEND register leading to multiple barriers to learning, progress and attainment. In addition, there are some pupils who have joined the school from varying educational backgrounds and have gaps in their learning.
2	Our assessments and observations indicate that some disadvantaged pupils are working below age related expectations in the key areas of reading, writing and maths
3	Our observations and assessments indicate that some pupils have emotional, social and behavioural barriers to learning and participation.
4	Pupil's emotional health may be impacted by social and economic issues within families.
5	A broad and balanced curriculum is especially important for those pupils who come from disadvantaged backgrounds, as a narrowed curriculum could result in restricting children's life choices and opportunities. This includes access to

	wider curriculum opportunities, holiday clubs, uniform, music tuition, wrap around care.
6	Attendance (23/24) for disadvantaged pupils decreased to 94% due to a long term illness. Unauthorised absence has declined from 2.33% during 22/23 to 1.03% 23/24.
7	Evidence suggests that some parents of disadvantaged parents struggle to support pupils learning at home. Provision/equipment is made available in school to help bridge this gap.

### Intended outcome

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 over the next 3 years	Success criteria
<b>Improved writing attainment and progress in focus year groups. Internal and external writing assessments will show progress has been accelerated for target pupils. The attainment and progress gap between disadvantaged and non-disadvantaged pupils will not be significant.</b>	KS1 and KS2 Increased % of PP pupils achieving ARE/+ in: Reading: 71% ARE/+ Writing 71% ARE/+ Maths: 71% ARE/+
<b>Improved attendance rates for PP pupils which are in line with attendance rates for non-PP pupils (with a target of at least 96%)</b>	Attendance figures for PP pupils are in line with non-disadvantaged children.
<b>Increased parental support and engagement/involvement in all aspects of school life, including support of homework, online Parental Consultations, shared parent and child learning opportunities throughout the year.</b>	Increased parental support of homework activities via consultations with Class Teachers Consultations with SENDco ongoing through year will support parents to feel confident supporting pupils in school. Access to a wide range of home-learning that can be accessed independently. (e.g. Nessy/Ed Shed, My Maths) Parents invited to Phonic Workshops.
<b>Increased opportunities for PP pupils to access non-curricular activities in order to broaden knowledge and understanding of the world and develop skills for life.</b>	86% disadvantaged pupils attended at least 1 x term of clubs per academic year. Opportunity provided for pupils to participate in a range of rich extra

	curricular experiences. e.g. Residential trips, pantomime experience,
<b>Improved oral language, communication processing skills and vocabulary for target pupils, including disadvantaged pupils.</b>	Assessments, classroom observations, feedback from interventions and speech and language therapists shows a significant improvement in speech and language skills for target pupils, including disadvantaged pupils
<b>Pupils experience a broad and balanced curriculum with wider curricular activities.</b>	<p>Pupils will have an increased understanding and experience of opportunities outside of school and their home environment.</p> <p>Pupils can draw on and apply their experiences through multiple areas of learning</p> <p>Increased knowledge and experience of the world away from their home.</p> <p>Increased contextual knowledge</p>
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b>	<p>Pupil voice and parental feedback will evidence high levels of pupil well being.</p> <p>Social interventions respond to a wide range of changing needs. Targets in IEPs are met.</p>

## Activity in 2023/24

This details how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

### Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in CPD to enhance the teaching of reading and curriculum planning, both in Literacy lessons and across the curriculum.</p> <p>Teaching Assistants to focus on 'Leading Small Group Interventions'</p> <p>Invest in CPD to enhance the teaching of phonics.</p> <p>Increase TA support for one to one readers.</p>	<p><a href="#">DfE The Reading Framework</a></p> <p>The EEF guidance report offers early years professionals seven practical evidence-based recommendations to provide every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1637856949">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1637856949</a></p> <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p> <p>2</p>
<p>Purchase of resources and CPD, including maths work books/testing times. to enhance the teaching and learning of mathematics.</p>	<p>Effective strategy for learners historically with 92% of pupils achieving ARE or better in mathematics by end of Year 6, including disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	<p>1</p> <p>2</p>

<p>Subscriptions to teaching and learning resources to develop reading, literacy skills including Nesy, Ed Shed, Kapow and AR.</p>	<p>DfE The Reading Framework</p> <p>The EEF guidance report offers early years professionals seven practical evidence-based recommendations to provide every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p> <p>2</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Specialist Tutor to support maths development.</p>	<p>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 and small groups.</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics/reading support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>4</p>
<p>A range of interventions delivered 1:1/or small groups including PSHE/Speech and Language/Emotional well being/Volcano in my Tummy/reading/spelling/ delivered to a significant number of disadvantaged pupils.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To subsidise places for DA pupils at Wrap Around Care/Holiday Club</p>	<p>Funding for wrap around care allows staff to ensure that pupils have eaten breakfast and had a calm start to the day. Support is given for home-learning at wrap around care. It also supports some parents to enter the workforce thus relieving financial pressures.</p> <p>Attendance at holiday club increases social opportunities and extra-curricular activities.</p> <p><a href="#">EEF Breakfast Club</a></p> <p><a href="#">Schools' experiences of offering wraparound childcare</a></p>	<p>1 2 3 4 5 6</p>
<p>To fund wider life experiences and opportunities for all DA pupils</p> <p>These will include all trips and curricular clubs each year.</p>	<p>We recognise that some DA pupils have narrower life experiences than other children. Funding must not be a barrier to broadening life experiences and promoting cultural capital.</p> <p>Rich experiences promote good attendance as children are keen to attend.</p> <p><a href="#">EEF Aspirations Interventions</a></p>	<p>6 7</p>
<p>Target parents of pupils whose attendance is below 95% and formulate action plans.</p>	<p><i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i></p> <p><a href="https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures">https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</a></p> <p><a href="#">EEF Parental Engagement</a></p>	<p>7</p>
<p>Family Support, e.g. early help, parental workshops, invitations to school</p>	<p><a href="#">EEF Parental Engagement</a></p>	

events, SENDco and Teacher consultations, relationship building.		
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## Outcomes 2023/24

<b><u>End of Key Stage Outcomes 2023/24</u></b>			
<b><u>EYFS</u></b>			
No Eligible Pupils			
<b><u>Progress</u></b>			
All additionally funded pupils made good progress and met their end of year target.			
<b><u>Pupil Premium School Attainment</u></b>			
	<b><u>&lt;ARE/ PP</u></b>	<b><u>ARE PP</u></b>	<b><u>ARE+ PP</u></b>
<b><u>Reading</u></b>	12.5%	75%	12.5%
<b><u>Writing</u></b>	37.5%	50.5%	13%
<b><u>Maths</u></b>		75%	25%
<b><u>Key Stage One Outcomes</u></b>			
No pupils eligible for Year 1 Phonics Screening or Year 2 re-takes			
<b><u>Year 2 Non Statutory Assessments</u></b>			
<i>Reading: 100% @ age related expectation</i>			
<i>Writing: 100% @ age related expectation</i>			
<i>Maths: 100% @ age related expectation</i>			
<b><u>Key Stage Two Statutory Outcomes</u></b>			
Reading: 100% @ age related expectation			
Writing: 0% @ age related expectation			
Maths: 100% @ age related expectation			
<b><u>Extra Curricular</u></b>			
<i>88% per cent of additionally funded pupils attended one or more after school club.</i>			
All achieved their individual targets through provision mapping and ongoing monitoring showed that children were applying these in their classwork.			

All staff are fully aware of the PPG pupils in their class and their progress has been tracked rigorously and effectively. All staff are aware of a pupil's starting point, not just for the current year but also previous years (EYFS/Key Stage 1 data). They have a clear understanding of that child's 'data story' and what their progress should look like.

Interventions have been sustained, focussed and effective. Class teachers will continue to plan interventions for the PPG pupils in the class based on their needs, when and where appropriate. Provision for next year is to continue, and in some cases increase.

Pupils that have been identified as not achieving ARE will be the focus for the next academic year, to enable accelerated learning in the areas of reading and writing. Maths interventions will continue to ensure that all pupils stay on track at ARE.

The vast majority of DA pupils who did not achieve ARE in Writing are also on the School SEND register.

Pupil Premium funding provided wellbeing support for all pupils, and targeted interventions where required. Behaviour in school is calm and tranquil, evidencing the comfort and security pupils find in the environment. We continue with this body of work to maintain the well-being and emotional security for learners.

### **Targeted Interventions**

Where applicable, additionally funded pupils accessed interventions in PSHE, Phonics, English and Maths. One external tutor was invited into school to develop maths fluency. School staff provided a range of 1:1 or group interventions.

### **Wider Strategies**

Most eligible pupils attended a club. Vulnerable pupils were offered wrap around care, including holiday club placements. Residential trips are funded and guidance given to parents needing support with attendance. Financial support for uniforms is also provided as children move into UKS2.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Spelling Support	Ed Shed
Accelerated Reading	Renaissance Place.
My Maths	My Maths
Literacy Support	Nessy
Mathematics (Focus on recall of facts)	Testing Times
Times Table/Number Facts	Times Table Rock Stars

### Further information (optional)

At Flyford Flavell Primary School , we frequently review and revise our provision for our disadvantaged pupils. We monitor their progress regularly and if planned action is not impacting on outcomes, we change planned actions immediately. At times, we may include pupils who are not disadvantaged, but are not on track to meet expected outcomes, in some of our intervention groups if we think it will not have a detrimental impact on our disadvantaged pupils.

Our pupil premium strategy will be supplemented by additional income streams that is not being funded by pupil premium or recovery premium. The grant, whilst helpful does not cover the costs of all the resources and provision we provide for disadvantaged pupils.

As part of our Recovery Premium, we have funded learning support for vulnerable pupils. The Interventions for individuals and groups of pupils, focus on individual targets set. These are monitored closely by our SENDco and progress is tracked each half term. Targets are reviewed and set half termly.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Funding Received:

Pupil Premium: £8730

Recovery Premium: £1500

Total: £10,230

**End of Key Stage Outcomes 2022/23**

**EYFS**

100% achieved GLD

KS1 - All eligible children in KS1 made expected or better progress , from their individual baselines, in Reading, Writing and Maths.

**Key Stage One Statutory Outcomes**

*50% Passed Phonic Screening by end of KS1*

*Reading: 100% @ age related expectation*

*Writing: 50% @ age related expectation*

*Maths: 100% @ age related expectation*

**Key Stage Two Statutory Outcomes**

Reading: 100% @ age related expectation

Writing: 50% @ age related expectation

Maths: 100% @ age related expectation

**KS2** All eligible children in KS2 made expected or better progress an in Reading, Writing and Maths

### **Extra Curricular**

*78% per cent of additionally funded pupils attended one or more after school club.*

**Whole school** – All eligible children made expected progress or above in Reading, Writing and from individual baselines.

The vast majority of eligible children achieved their individual targets through provision mapping and ongoing monitoring showed that children were applying these in their classwork.

All staff are fully aware of the PPG pupils in their class and their progress has been tracked rigorously and effectively. All staff are aware of a pupil's starting point, not just for the current year but also previous years (EYFS/Key Stage 1 data). They have a clear understanding of that child's 'data story' and what their progress should look like.

Interventions have been sustained, focussed and effective. Class teachers will continue to plan interventions for the PPG pupils in the class based on their needs, when and where appropriate. Provision for next year is to continue, and in some cases increase.

Pupils that have been identified as not achieving ARE will be the focus for the next academic year, to enable accelerated learning in the areas of reading, writing and maths.

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