

Pupil premium strategy statement – Flamborough CE Primary School

□

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
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	24.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Debbie Organ
Pupil premium lead	Rachel Dinsdale
Governor / Trustee lead	Tammy Leppington-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27980
Recovery premium funding allocation this academic year	£2755
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£30735

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all disadvantaged pupils, regardless of background, receive the best possible start to school life. Through our vision, Growing with God and Striving for Excellence, we will provide them with high quality education, wider opportunities and support to become ambitious and successful members of the community. We acknowledge that disadvantage can bring challenges but it should not be a barrier to success.

Every strategy and intervention used is well considered and impact is assessed based on value to the child. Our strategy plan identifies key barriers and after thorough research we have allocated our funding to allow pupils to engage with our curriculum. It links with priorities on our School Development Plan and lifts the profile of disadvantage in order to help us accelerate progress. We are targeting consistent teaching of key skills by ensuring that our staff understand the differing needs and barriers that our pupils face and how to remove them; the acquisition of new language and vocabulary development; the teaching of basic skills and ensuring that attendance does not impact academic success.

Challenges

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

Challenge number	Detail of challenge
1	Awareness of strategies to address disadvantage
2	Limited exposure to and acquisition of vocabulary
3	Limitations in basic skills inhibits learning
4	Attendance/punctuality issues

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
All staff to become 'experts' in addressing the needs of disadvantaged children.	All members of staff will consistently implement a range of strategies to overcome barriers to learning, be able to assess the impact and identify next steps.
All children to be exposed to a language rich environment that promotes the acquisition of vocabulary.	The teaching of, and acquisition of, new vocabulary has become fully embedded in all areas of the curriculum and throughout the school.
Children to have secure basic skills to enable them to fully access all areas of the curriculum.	By taking in Nursery children from Easter 2024, basic skills in Reception will be more secure, which will include early phonics and fine motor skills.
Attendance to be consistently above 96%.	The majority of pupil's attendance will be above 96%.

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: £ 15735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit an additional member of staff (HLTA/TA) to release teachers and support staff, allowing time for CPD, focussed interventions and reviewing and evaluating practice.	The EEF states that 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom'.	1

Widen Early Years provision by taking in Nursery children from age 3, creating a Foundation unit with Reception children.	The EEF states that a project run by EPPE 'found that earlier starting ages were correlated with improved learning outcomes'.	3
Recruit an additional TA in EYFS to support more personalised learning and smaller group work, particularly communication, language and literacy skills.	The EEF states 'Early literacy approaches typically increase children's learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive'.	1,2,3
Purchase and use a DfE validates Synthetic Phonics programme to secure consistent high quality phonics teaching across the school.	The EEF states that 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.	1,2,3
Teaching staff to receive training on Adaptive Teaching and use this technique effectively in class.	'Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success'. (EEF blog, Jon Eaton). Early Careers Framework National College	1

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wide range of well planned, structured interventions targeted at pupils who require further support.	The EEF states 'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Intervention timetables School assessment data	1,2,3
NELI training and Speech and Language training to support children with low spoken language skills in Early Years.	The EEF states that 'Communication and language approaches typically have a very high impact and increase young children's learning by seven months'.	1,2,3

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review and analyse attendance data, communicate regularly with parents and hold parent meetings to encourage good attendance. Attendance CPD for relevant staff.</p>	<p>‘As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them’. (DfE ‘Working together to improve school attendance’, May 2022)</p>	<p>4</p>
<p>Collaboration with NHS Education Mental Health Support team focussing on children’s well-being and targeted mental health support.</p>	<p>‘Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes’. (Public Health England ‘The link between pupil health and wellbeing and attainment’)</p>	<p>1,2,3,4</p>
<p>ELSA training for two teaching assistants to deliver specific, targeted support to children with identified needs.</p>	<p>The EEF states ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year’.</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 30735

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Before the pandemic, the disadvantage gap index had reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged children and their peers was becoming smaller – before remaining at a similar level between 2018 and 2019. The index has increased this year to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic had a greater impact on disadvantaged pupils. The gap in 2023 has reduced slightly from 2022 but remains almost as high as it was in 2021.

There were 4 children in the 2023 key stage 2 Year 6 cohort who met the national criteria for being disadvantaged. In reading, 2 out of the 4 children reached the expected standard, compared to 3 out of 4 nationally. One child was just 1 point off reaching the expected standard. A similar picture was seen with writing. In maths, 3 out of 4 children achieved the expected standard in line with 73% of all children nationally.

This indicates that children who were disadvantaged in 2023 did slightly less well than other children nationally in reading and writing but as well as other children nationally in maths.

Our evaluation of the approaches delivered last academic year indicates that, although there is a disadvantage gap at Flamborough, generally the children do well and make good progress. However, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, to ensure that our disadvantaged children continue to make progress and develop the basic skills and knowledge needed to fully access the curriculum and achieve well. 37.5% of our Reception children are disadvantaged, so this is also an area of focus for the school.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Pastoral support and mental wellbeing support as needed.