



FLANDERWELL PRIMARY Pupil Premium Strategy Statement

September 2021-
July 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 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	FLANDERWELL PRIMARY SCHOOL
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	81 PUPILS (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Strategy aims and activities outlines below are for 2021-22 but reviewed annually in line with three-year overview intended outcomes.
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	DSAT
Pupil premium lead	Julie Armitage
Governor / Trustee lead	Kevin Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,600
Recovery premium funding allocation this academic year	£15,517 underspend £11,600 2021-2022 Total amount recovery funding £27,117
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£142,717

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

Statement of intent 2021-24

At Flanderwell Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. At this school, our core values are **ASPIRATION INCLUSION AND COMPASSION**. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel accepted, safe and welcome
- All pupils feel well supported
- All pupils achieve
- All pupils access quality first teaching.
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at Flanderwell we ensure that pupils are given the opportunities to practise speaking and listening. Through the use of drama, debate and performances, pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Optimum Wellbeing and Learning records (OWLs) are in place to monitor and support and track the wellbeing and learning of all pupils. Parents are fully informed of the individual needs of their child and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

We know that we will be successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information.

Challenges

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

Challenge number	Detail of challenge
1 COVID	<p>As a result of Covid-19, following lockdowns, school closures and self-isolation a number of pupil premium pupils are highly likely to have experienced additional educational barriers. As a result of this, gaps within their learning are likely to have occurred.</p> <p>Towards the middle of lockdown 1 and during all of lockdown 2, not all pupil premium pupils who were invited in, attended. For some of our families, lack of engagement with online lessons impacted their progress during these difficult times. For many of our pupil premium pupils, the lockdowns resulted in a detrimental impact on their progress and engagement. We are worried that, should a lockdown happen again, these pupils would struggle again.</p>
2 SEN need include language barriers.	<p>A high number of our pupil premium pupils, in each cohort, have additional SEN or Speech and Language needs and therefore need a greater degree of individual intervention.</p> <p>Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage, since the pandemic, have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.</p>
3 Phonics and Early Reading	<p>Virtual lessons in lockdown continued but were particularly challenging for younger pupils who were unable to maintain focus for longer session. Early reading and phonic skills were impacted more than other curriculum areas. On the return to school, Pupil premium and vulnerable pupils suffered more due to this, especially where parental involvement was an added consideration.</p>
4 SPAG and Writing	<p>The lockdowns and periods of self-isolation impacted on standards in SPAG, especially as during virtual lessons the application of SPAG into writing at length was a significant challenge. Since returning to school, pupils, in particular those pupil premium pupils, are not consistently applying their age-appropriate SPAG knowledge into their independent writing, to the same standard as pre-pandemic.</p>
5 Mental Health needs	<p>During this time, pupils with additional needs struggled more with the isolation. As a result of this, pupil premium pupils required additional support to help with their mental health and how to deal with additional trauma. Those pupil premium pupils with SEN require additional support to deal with the trauma of the lockdown impact. Additional referrals during and since the return to school reflect the need among SEN PP pupils.</p>

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
Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves.	<ul style="list-style-type: none"> - Pupil Premium pupils make good progress - A greater percentage of pupil premium pupils achieve ARE by the end of KS2 2022 - Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally - Pupil Premium pupils in year 1 achieve well in their phonics screening. - OWL targets are SMART, reviewed termly and reported to parents.
Pupil Premium pupils access good quality first teaching at all times and in all subjects	<ul style="list-style-type: none"> - Teaching remains at least good in all year groups. Teaching is based on current research and follows the DSAT Teach Simply model for teaching. - Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up. - All Pupil Premium Pupils meet their individual targets set.
Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.	<ul style="list-style-type: none"> - Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. - Staff are trained to develop pupils' language acquisition. - Curriculum documentation identifies for curriculum language/vocabulary to be explicitly taught.
An increased number of Pupil Premium pupils achieve well in literacy	<ul style="list-style-type: none"> - Staff are highly skilled to develop the RWI (Read Write Inc) programmes for reading and spelling. - Any pupils falling behind are given support to catch up - The percentage of Pupil Premium pupils passing the phonic screen at Y1 increases - Pupils in KS2 apply their SPAG knowledge to writing at length (book scrutiny evidence)
Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults.	<ul style="list-style-type: none"> - Staff use a quality PSHE programme to support the social, emotional and mental health education of all pupils. - Verbal De-escalation training for ALL staff - Highly trained mentor to support pupils to regulate their emotions. - Trauma training for all staff on how to recognise pupils social, emotional and

	<p>mental health needs and ensure that they are fully supported.</p> <ul style="list-style-type: none"> - Pupils have the vocabulary to describe their emotions

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: £15102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</i></p> <p>Staff training linked to the DSAT Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building. £1000 Staff training</p>	<p>Internal data and monitoring outcomes.</p> <p>Research linked to: publications (Rosenshine, Generative Learning)</p>	1-4
<p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Additional staff training and development days through RWI to further develop staff confidence and expertise in phonics. (£2025)</p> <p>To improve the SPAG programme to improve the SPAG retention and application in KS1 and KS2.</p>	<p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium funding.</p> <p>While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an</p>	3-4

	artificial separation from whole class teaching.	
<p><i>Targeted booster support for Pupil Premium pupils who have gaps in learning and are not on track to make good progress.</i></p> <p>Diagnostic assessments purchased to identify any gaps in learning for all pupils. Assessments tool linked to the SHINE interventions to provide quality interventions match to individual needs of Pupil Premium pupils. NTS assessments and SHINE purchased: £2077</p>	<p>SHINE previously used- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>Whole trust investment in the NTS as it is a quality resource which standardises scores and provides detailed analysis to support pupils' progress.</p>	1-2
<p><i>High quality support provided for Pupil Premium pupils who need support for mental health and trauma.</i></p> <p>Pupils have support through the use of the ELSA diagnostic tool. Staff are highly trained in supporting pupils to learn about different feelings and how the feelings impact on their daily lives. Across the whole school, zones of regulation are observed and Pupil Premium pupils are supported to work through their emotions. All staff support those pupils to work through their emotions. Key staff have targeted bereavement training and high-quality resources are available. A strong timetable of support is identified for all. Staffing: £10,000</p>	<p>EEF toolkit behaviour interventions</p> <p>ELSA trained staff have full access to the research and resources which support the course.</p> <p>ELSA Evaluation Report</p> <p>EEF Effective SEL Report (Social Emotional Learning)</p>	5

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

Budgeted cost: £96,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics and Early Reading Support</i></p> <ul style="list-style-type: none"> - Work with RWI to further develop staff expertise at delivering phonics confidently. - RWI lead in school to attend training sessions. - Get Writing introduced to the RWI programme and training through the RWI specialist. - Purchase further RWI resources including Get Writing Books, more phonically decodable books and magnetic phonic tiles and boards - Purchase of training handbooks/guides for staff <p>£10,000</p>	<p>DfE Research into validated phonics programmes</p>	<p>3</p>
<p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> - Implementation of NELI programme to support language development in FS2. 	<p>EEF Toolkit: Oral Language Interventions</p>	<p>2</p>
<p><i>Specific Support for PP SEND</i></p> <ul style="list-style-type: none"> - <i>Purchase additional LSS hours above and beyond the normal offer to target SEN provision and ensure interventions are tight and specific.</i> <p><i>Purchase specific PP SEND resources to enable pupils to access classroom provision.</i></p> <p>£5000</p>	<p>Considering how classroom teachers and teaching assistants can provide targeted support to link structured 1:1 interventions to classroom teaching, is likely to be a key component of an effective PP strategy (EEF)</p>	
<p><i>Targeted interventions:</i></p> <ul style="list-style-type: none"> - Small group and one to one support to address any gaps in attainment. 	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are</p>	<p>1,2</p>

<ul style="list-style-type: none"> - Booster groups of all Pupil Premium pupils including Year 6 - Additional 1:1 tutoring interventions - Additional 1:1 reading for all Pupil Premium pupils - Purchase of NTS assessments to identify gaps and target specific areas of need - SHINE interventions daily for identified for Pupil Premium pupils with gaps. - Over staffing to support interventions above <p>£66098</p>	<p>not making good progress across the spectrum of achievement.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	
<p><i>Catch up interventions Y6: Additional focused interventions for vulnerable pupils in Y6 cohort to narrow gaps in attainment as a result of Covid</i></p> <p>Use of Catch up underspend from 2020/2021 Academic year</p> <p>£15,517</p> <p>Employ qualified teacher to work additional hours to target support</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	1

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund contributions to visits for FSM pupils including residential</i></p> <p>£5 000</p>	<p>Positive impact for pupils who attend residential visits.</p> <p>The funding enables equality of opportunities.</p> <p>Raises pupils' aspirations and life chances.</p>	5

	Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching.	
<i>Fund scholarships for FSM pupils to access music/instrumental lessons</i> £2,000	Positive impact for pupils who have access to musical lessons. Pupils able to access orchestra and potential scholarship to secondary education. Raises pupils' aspirations and life chances.	5
<i>Full time learning mentor in place to support pupils with trauma and SEMH needs and additional support for delivery of PSHE.</i> £23, 000	EEF Effective SEL Report (Social Emotional Learning) Positive impact on pupils being able to communicate and self- regulate their emotions. Positive and regular engagement with families creates a stronger support network for pupils	5
<i>Fund extra-curricular activities for FSM/PP pupils to access – including sporting activities.</i> £1000	Positive impact on health and wellbeing for pupils who have additional opportunities to access clubs led by trained professionals. Pupils are able to access weekly sport clubs – providing equality of opportunity and improvement in self-esteem.	5

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.

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
SHINE	Rising Stars
NTS	Rising Stars
Read, Write, Inc	Ruth Miskin RWI

Service pupil premium funding

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Standardised teacher administered tests:

Teacher Assessment 2020/21				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2020/21 Teacher Assessment	13	46.2%EXP+ 7.7% GDS	61.5% EXP+ 0% GDS	84.6% EXP+ 0% GDS
Outcomes for Y2 PP pupils 2020/21 Teacher Assessment	8	75% EXP+ 25% GDS	50% EXP+ 0% GDS	62.5%EXP+ 12.5%% GDS
Outcomes for Y3 PP pupils 2020/21 Teacher Assessment	18	66.6%%EXP+ 22.2% GDS	61.1% EXP+ 11.1% GDS	73.2% EXP+ 22.2% GDS
Outcomes for Y4 PP pupils 2020/21 Teacher Assessment	13	69.3%% EXP+ 22.2% GDS	61.6% EXP+ 11.1% GDS	69.2% EXP+ 22.2% GDS

		23.1% GDS	23.1% GDS	7.7% GDS
Outcomes for Y5 PP pupils 2020/21 Teacher Assessment	12	83.4% EXP+ 16.7% GDS	25% EXP 8.3% GDS	58.3% EXP+ 0% GDS
Outcomes for Y6 PP pupils 2020/21 Teacher Assessment	17	88.2% EXP+ 35.3% GDS	58.9% EXP 11.8% GDS	88.3%EXP 11.8% GDS
Strategy used 2020/21:		Evaluation:		
<p><u>Teaching:</u></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, KSV docs)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>		<p><u>Teaching strategies:</u></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer.</p> <p>Outcome: As a result of the improved curriculum offer and quality of teaching and learning, the school was judged as ‘good’ during Ofsted inspection Sept 2021, including ‘good’ for the quality of education.</p> <p>All pupils accessed a wider curriculum offer. Outcomes for PP pupils across year groups was strong (see attainment above). Where outcomes are lower (for younger KS1 pupils) this is because there were specific barriers to teaching younger children in lockdown.</p> <p>2021/2022 strategies need to include focused phonic support.</p>		
<p><u>Targeted support:</u></p> <p>Targeted booster support and recovery programmes for Pupil Premium pupils in order to enable vulnerable pupils to make progress.</p> <ul style="list-style-type: none"> - Optimum learning plans in place 		<p><u>Targeted support strategies evaluation:</u></p> <p>All Pupil Premium pupils had an individual plan in place, with SMART targets. This was evaluated termly. Additional interventions were</p>		

<p>for all Pupil Premium pupils not on track for attainment or progress.</p> <ul style="list-style-type: none"> - Additional TA support deployed for interventions/ tutoring following lockdown - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all Pupil Premium pupils read regularly to practice skills and improve fluency. - Train TAs to expertly respond the AFL when supporting pupil premium pupils in the classroom - Teacher taught Pupil Premium interventions - * 	<p>in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for Pupil Premium pupils improved for all cohorts – see data above.</p>
<p><u>Other approaches:</u></p> <p>Fund wider opportunities, including musical scholarship opportunities and access to a learning mentor to support mental health, trauma and counselling of individual pupils.</p>	<p>Musical tuition continued through the pandemic and was subsidised for Pupil Premium pupils.</p> <p>Due to the lockdown, many of our vulnerable pupils needed additional support from the Learning Mentor, as we saw a rise in cases of anxiety and mental health concerns. They were well supported by the Learning Mentor, and reintegrated well back into school as a result following gaps in education (lockdown/ end of holidays).</p>