



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 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	392
Proportion (%) of pupil premium eligible pupils	22%
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 2022-23 but reviewed annually in line with three-year overview intended outcomes.
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	DSAT /Julie Armitage
Pupil premium lead	Julie Armitage
Governor / Trustee lead	Kevin Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,970
Recovery premium funding allocation this academic year	£11,600 2022-2023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132,570

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
<p>1 Covid impact. Lower than average attainment of PP eligible pupils in English and Maths.</p>	<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>
<p>2 SEN need including language barriers.</p>	<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>
<p>3 Phonics and Early Reading</p>	<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>
<p>4 SPAG and Writing</p>	<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>
<p>5 Mental Health needs</p>	<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> <p>A lack of experiences for some PP eligible pupils compared to non-PP children impacts on their cultural capital and wellbeing.</p>
<p>6 Attendance</p>	<p>Rates of persistent absenteeism have been higher for PP eligible pupils, compared to non-PP eligible pupils. Absence due to lower-cost, unauthorised, term-time holidays has impacted overall attendance and, subsequently, loss of learning time.</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 2023 - 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.
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.
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. Referrals to SPLD are made promptly. - Staff are trained to develop pupils' language acquisition – Communication Champion in place. Interventions support catch up and keep up. - Curriculum documentation identifies 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 and keep up. This includes 1:1 tuition in phonics. - 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.

	<ul style="list-style-type: none"> - Trauma training for all staff on how to recognise pupils social, emotional and mental health needs and ensure that they are fully supported. - Shame-free/courageous classrooms/spaces support pupils to thrive and succeed - Pupils have the vocabulary to describe their emotions - Referrals to therapeutic services are timely and used where needed to support pupils' mental health needs.
PP eligible pupils increase their cultural capital by attending school visits and taking part in a variety of experiences.	<ul style="list-style-type: none"> - All children have experienced school visits and planned enrichment opportunities by the time they leave school.
Attendance rates for PP eligible pupils are improved.	<ul style="list-style-type: none"> - Increase in % attendance for pupils eligible for PP funding to be in line with pupils not eligible. - Reduction in the % of Persistent Absence of children who are eligible for PP funding.

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: £20,000 –, INSET costs, cover costs, continuing CPD.

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</p>	<p>Internal data and monitoring outcomes.</p> <p>Research linked to: publications (Rosenshine, Generative Learning)</p> <p>EEF guide to the Pupil Premium – adopting a Tiered Approach.</p>	1-4

<p>Staff training day – DSAT conference.1.9.22 and staff meetings to follow up.</p>		
<p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Continuation of staff training and development days through RWI to further develop staff confidence and expertise in phonics. Training for new staff.</p>	<p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>EEF guide to the Pupil Premium – adopting a Tiered Approach.</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 artificial separation from whole class teaching.</p>	<p>3-4</p>
<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 Smartgrade - Analysis of Y6 assessments – diagnostic tool for setting next steps.</p> <p>Monthly training sessions for support staff, to ensure they are fully trained in supporting PP eligible pupils and understand the barriers which may impede their wellbeing and progress.</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> <p>Purchase of Smart-grade to secure detailed analysis of Y6 assessment foci and tight identification for targeted support.</p> <p>Whole Trust investment in researched programme to enable staff to tightly identify gaps in knowledge, in English and Maths.</p>	<p>1-2</p>

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

Budgeted cost: £73,000 Phonics resources and additional training, targeted texts, intervention resources, SEND resources, overstaffing.

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. - Purchase further RWI resources including Get Writing Books, more phonically decodable books and magnetic phonic tiles and boards. Home-reading books, tightly matched to phonic/reading ability of pupils. - Purchase of additional training handbooks/guides for staff - 1:1 tutoring – using RWINC package (Recovery Premium) 	<p>DfE Research into validated phonics programmes</p> <p>Improved phonic progress and outcomes.</p>	3
<p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> - Implementation of Early Years Communication programme to support language development in FS2/Y1 - <i>Communication groups – Elklan resources to support EAL pupils.</i> - <i>Additional staff training to support delivery of programme.</i> - <i>Enhanced language support programme – EAL/Universal</i> 	<p>EEF Toolkit: Oral Language Interventions</p>	2

<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 SEND provision and ensure interventions are tight and specific.</i> <p><i>Purchase specific PP SEND resources to enable pupils to access classroom provision - including Makaton training/Train the Trainer (Autism).</i></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. - 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 timetabled for identified for Pupil Premium pupils with gaps. - Over-staffing to support interventions above 	<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>	1,2
<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>Employ qualified teacher/trained support staff, 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

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Fund contributions to visits for FSM pupils including residential</i>	<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> <p>Support for the well-being of pupils is achieved in order to enable them to access learning and quality first teaching.</p>	5
<i>Fund scholarships for FSM pupils to access music/instrumental lessons</i>	<p>Positive impact for pupils who have access to musical lessons.</p> <p>Pupils able to access orchestra and potential scholarship to secondary education.</p> <p>Raises pupils' aspirations and life chances.</p>	5
<i>Full time learning mentor/ELSA trained staff in place to support pupils with trauma and SEMH needs and additional support for delivery of PSHE. High quality support provided for Pupil Premium pupils who need support for mental health and trauma.</i>	<p>EEF Effective SEL Report (Social Emotional Learning)</p> <p>Positive impact on pupils being able to communicate and self-regulate their emotions.</p> <p>Positive and regular engagement with families creates a stronger support network for pupils</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

<p>Pupils have support through the use of the ELSA diagnostic tool.</p> <p>Staff are highly trained in supporting pupils to learn about different feelings and how the feelings impact on their daily lives.</p> <p>Across the whole school, zones of regulation are observed and Pupil Premium pupils are supported to work through their emotions.</p> <p>All staff support those pupils to work through their emotions – as a result of training.</p> <p>Key staff have targeted bereavement training and high-quality resources are available.</p> <p>Referrals to therapeutic services for PP eligible pupils who have/are experiencing trauma.</p> <p>A strong timetable of</p>	<p>DFE approved scheme.</p>	
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<p>support is identified for all.</p> <p>High quality PSHE scheme purchased for pupils from Nursery to KS2, to enable staff to deliver high quality, relevant and purposeful life-skills lessons to eligible PP pupils.</p>		
<p><i>Ensure parents and children are able to access the support they need in order to secure good mental health and resolve wider issues.</i></p>	<p>Early Help intervention – it is more effective to provide early help when problems first arise than to intervene later. (DFE: 2018; EIF, 2021)</p> <p>Early Years engagement – https://royalfoundation.com/the-duchess-of-cambridge-unveils-five-big-insights-research-early-years/</p> <p>Impact of Covid on mental health and educational outcomes: https://www.actionforchildren.org.uk/blog/supporting-children-through-mental-health-struggles/?gclid=Cj0KCQjwsrWZBhC4ARIsAGGUJuoZEHdAWp_mqpnnJV5wTnlz-6JDr1RN_Yq73XDmvr55my1IVrLGGQDwaApIAEALw_wcB</p>	5
<p><i>Fund extra-curricular activities for FSM/PP pupils to access – including sporting activities/other planned enrichment activity.</i></p>	<p>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.</p>	5
<p><i>Continue to increase the engagement in reading for pleasure by</i></p>	<p>Dfe Reading Framework. UCL – Reading for Pleasure.</p>	1 and 3

<p><i>improving class libraries for readers at all levels.</i></p>		
<p><i>Continue to foster strong parental engagement by increasing the number of opportunities for parents to attend school – events, play and stay, Cook and Learn, open-classroom exhibitions, coffee mornings, groups/sessions with a specific focus. Parent workshops – phonics, maths, assessments ... Staff training session – effective parental engagement.</i></p>	<p>EEF – Parental Engagement – evidence from research</p>	<p>1</p>
<p><i>Direct engagement with parents of PA pupils to work on strategies of support. Additional attendance incentives and rewards for identified PP eligible pupils – including breakfast clubs.</i></p>	<p>DFE – The link between absence and attainment at KS2.</p>	<p>6</p>

Total budgeted costs: £133,000

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 2021 to 2022 academic year.

Standardised teacher administered tests:

ASSESSMENT OUTCOMES 2021/2022 FOR PUPIL PREMIUM PUPILS				
	Number PP pupils	Reading	Writing	Maths
Outcomes for Y1 PP pupils 2021/22 Standardised teacher administered tests	9	78%EXP+ 0% GDS	78% EXP+ 0% GDS	67% EXP+ 0% GDS
Outcomes for Y2 PP pupils 2022/22 Standardised teacher administered tests	16	81% EXP+ 6% GDS	69% EXP+ 0% GDS	81%EXP+ 0%% GDS
Outcomes for Y3 PP pupils 2021/22 Standardised teacher administered tests	10	60%EXP+ 20 % GDS	60% EXP+ 11.1% GDS	60%% EXP+ 10 % GDS
Outcomes for Y4 PP pupils 2021/22 Standardised teacher administered tests	18	73%% EXP+ 17% GDS	62% EXP+ 6% GDS	67% EXP+ 17% GDS
Outcomes for Y5 PP pupils 2021/22 Standardised teacher administered tests	15	60% EXP+ 7% GDS	47% EXP 7% GDS	67%% EXP+ 0% GDS
Outcomes for Y6 PP pupils 2021/22 Standardised teacher administered tests	13	62% EXP+ (8 out of 13) 8% GDS (100% EXP+ 8/8 – expected to achieve and received tuition)	62% EXP (8 out of 13) 11.8% GDS (100% EXP+ 8/8 – expected to achieved and received tuition)	54% EXP (7 out of 13) 0% GDS (88% EXP+ 7/8 – expected to achieve and received tuition)

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
Reflex Maths	Reflex Math
Skills-builders	Rising Stars
Charanga	Rotherham Music Service
Jigsaw PSHE	Discovery Education
Imoves	Imoves
Discovery R.E	Discovery Education
X Tables Rockstars	TT Rockstars
Abacus Maths	Abacus Maths