FLANDERWELL PRIMARY
Pupil Premium Strategy Statement

September 2023-July 2026

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available on the pupil premium page.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	338
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	1st September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Adam Cornes
Governor / Trustee lead	Kevin Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 116 334
Recovery premium funding allocation this academic year	£11 600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£127 934

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Flanderwell Primary School we aim for all pupils to achieve their full potential regardless of educational and socio-economic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children, particularly but not exclusively, those who are identified as the lowest 20%, will be highly effective in meeting learning needs.

We believe that in order for our children to meet their potential the following must be true:

✓ All children access highly effective quality first teaching, with all approaches taken reviewed regularly and developed based on research.

✓ All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.

✓ Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': reading fluency is central to the work of the school and early reading for children in EYFS and KS1 and for those who have not met the standard in KS2 is prioritised.

✓ The culture of the school fully supports all children to learn effectively through high expectations of behaviour and attitudes to learning.

✓ All children have a high attendance rate and are consistently punctual

✓ The needs of each individual are fully understood by leaders and teachers.

✓ Children are precisely targeted for high quality intervention.

We will know we have been successful when:

🔹 Behaviour, attitudes and engagement in learning, the curriculum and school life, of the Pupil Premium children is high …

and as a result

… an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.

…the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.

… monitoring shows that PP pupils *'know and remember more'.*

Challenge number	Detail of challenge
1 Covid impact. Lower than average attainment of PP eligible pupils in English and Maths.	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. 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.
2 SEN need including language barriers.	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. 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.
3 Phonics and Early Reading	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.
4 SPAG and Writing	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.
5 SEMH	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. A lack of experiences for some PP eligible pupils compared to non-PP children impacts on their cultural capital and wellbeing.
6 Attendance	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.

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 achieve

Intended outcome	Success criteria
There will be a strong culture of high expectations of all children and a belief from all that every child can achieve and that learning is to be valued	✓ All stakeholders, staff, children, Governors and parents, will talk positively about school and what is being and can be achieved by children. ✓ All children will be fully included in the classroom and all policies and practices will be used to strive to find solutions to challenges. ✓ Children will have high expectations of themselves and this will be evident in outcomes, academically and in their attitudes to learning. ✓ The environment at school will be high quality and purposeful.
Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age across the curriculum	✓ PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets. ✓ Standards are raised for all pupil premium pupils by the end of the key stage, closing the gap on national outcomes in line with targets set*. ✓ All PP pupils, other than those cognitively unable or unready, catch up quickly in phonics and reach the expected standard. This impacts positively on reading fluency ✓ For those pupils who are cognitively unable to close the gap to their peers bespoke SEN plans will be put in place and progress will be made against their targets ✓ A greater proportion of pupils in receipt PP make good progress across the curriculum and attain identified end points
Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.	✓ Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. It is based on research informed practice (Teach Simply, Generative Learning and Rosenshine principles) ✓ Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention ✓ Precise use of interventions and pupil led tutoring, support all PP pupils where the

		school closure has had a negative impact in comparison to their peers.
		✓ As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school.
❧ Pupil Premium pupil's oral skills and vocabulary repertoire will continue to improve over time with a focus on application the wider curriculum across the whole curriculum.		✓ The systematic approach to the teaching of vocabulary will become embedded and pupils will apply learning within their writing. Strategies to support language acquisition across the curriculum impact significantly on progress.
		✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum.
		✓ Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary.
		✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form)
		✓ As a result of retrieval practice and the spiralised nature of the knowledge of vocabulary will be placed into long term memory- **PP pupils will remember more!**
		✓ An increased % of pupil premium pupils across school, in line with targets, make at least expected progress each year and reach the expected standard.
❧ Attendance of Pupil Premium pupils continues to improve with the vast majority of pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.		✓ The rigorous application of the attendance policy and in particular the layered system for intervention for attendance ensures that pupil premium pupils attend school at a level at least in line with all pupils nationally.
		✓ Pupil premium pupils are supported in a very timely way when a problem is identified through monitoring.
		✓ Attendance in each year will continue the strong attendance shown prior to lockdown and PP children's attendance will be in line with all pupils nationally.
		✓ **Target for pupils eligible for PP*: 2023-24= 95%***
		✓ **Through precise identification and targeting, there will have been a significant *reduction in the % of pupil premium pupils who are PA. Current PA figure for PP pupils is 22.09%***
❧ Good and better behaviour and behaviours for learning are achieved by all pupil premium pupils, and lead to high level		✓ All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum.

engagement with the curriculum, evidenced through exclusion, serious incident and class monitoring data.	✓ The PSHE curriculum will be high quality and will support the development of Pupil's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement.
	✓ All pupils will demonstrate good and better behaviours in school and will have a good understanding of risks in the community, how to keep themselves safe and how to behave well outside of school.
	✓ Systems for monitoring behaviour and PSED lead to the appropriate PP pupils being identified for support, according to need. This will lead to the quality delivery of intervention.
	✓ Pupils identified as requiring additional intervention will make strong measurable gains. As a result:
	  - The % of serious incidents for pupil premium pupils continues to decrease.
	  - The % of PP pupils losing play times and/or spending time out of class decreases.

✦ An increased number of Pupil Premium pupils will be making a wider contribution to school life and/or engaging with wider opportunities	✓ The vast majority of Pupil Premium Pupils will have taken part in enrichment activities (Extra curricular clubs and responsible roles etc). Where this is not the case there is a clear rationale for why. ✓ Pupil Premium pupils will engage with wider opportunities such as Pupil Leadership groups, play leaders etc. Engagement within these activities will have a positive impact on pupils PSED, behaviour and achievement.
✦ To raise the aspiration and ambition of pupil premium pupils and their families, through increased engagement with learning.	1. An increased range of opportunities for parents/carers to engage with learning will be in place and will lead to: - *an increased % of parents/carers of PP pupils engaging positively with Pupil's home learning and the learning taking place in school.* - *parents/carers will access workshops provided by the school.* 2. Identified pupils and parents will place increased value on learning.

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: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure access for all Pupil Premium children to a high quality curriculum which is developed with in line with pupil needs and the school context: Ensure progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered All teaching staff plan and deliver lessons in a sequential way ensuring learning is built on coherently. The expectation of pupils outcomes is accurately pitched for them to make progress from their starting points. Progression in learning will be evident Children will be able to talk about what they have learnt Children will be able to apply what they have learnt to a different context. All teaching staff will understand how to assess pupils across each aspect of the curriculum	Why Don't Students Like School'- Dan WIllingham Rosenshine principles and the 'Tom Sherington Walk Thrus' Internal data and monitoring outcomes	1,4
To develop excellence within teaching and increase engagement, with a focus on strategies to ensure learning is placed in long term memory: children to know more and remember more Focus leadership on further developing the culture of high expectations of ALL pupils: a belief that ALL can make excellent progress from their starting points and that the quality of all outcomes matters. Increase teacher knowledge linked to 'Teach Simply' teaching model, with a whole school focus on schema building, Develop an agreed/consistent approach to the use of generative approaches and retrieval	Internal data and monitoring outcome Why Don't Students Like School'- Dan WIllingham Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser)	1,2,4

strategies across school, alongside the use of Jotters. Retrieval strategies and skills are taught and frequently revisited. Within all CPD staff to consider the implications for children not yet at the expected standard. Use of teacher coaching and mentoring to support targeted and incremental improvement for all staff, regardless of experience and expertise		
Develop an even greater level of intentionality in developing excellence within provision for children with additional needs: raising aspirations and expectations even further. - Ensure assessment and tracking systems are fit for purpose so PP, including those children with more complex needs/multiple barriers to learning have their needs identified quickly. - Through CPD, mentoring and data meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention - Evaluate the impact of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. Develop a CPD programme aimed at all TAs, initially focused on supporting reading and phonics.	As above + EEF Toolkit: Teaching Assistants and MITA research EEF Toolkit: Teaching Assistants and MITA research	1,2,3,4
To ensure that all children make at least good progress in writing across school, with those falling behind making measurable accelerated progress. - Implementation of the school's new Writing approach (Pathways to writing), supporting lesson delivery and the sequencing of learning as it builds through a unit: CPD, mentoring, monitoring outcomes. - Language acquisition: 1. Ongoing evaluation of how we develop vocabulary to ensure consistency and evaluate of impact- develop links to use of vocabulary within writing (in English and across the curriculum) Increase intentionality within the teaching of vocabulary within reading and writing sessions and also the wider curriculum through our Knowledge Organisers.	'Pathways to writing' Bringing Words to Life and Alex Quigley Vocabulary Gap.	1 and 2

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

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading *(early)* intervention support - Develop excellence within the teaching of Phonics for PP children entering the school not yet at the standard of the Phonics Screen - Ensure all children still working below the standard in reading and phonics expected at the end of KS 1 access fully decodable books. - Increase opportunities for dictation within intervention and small group support. - Introduce/refine a system for catch up phonics and early reading intervention introduced into the afternoons to ensure no child falls further behind- reteach opportunities. - Diagnostic assessments are completed each half term, and these are monitored closely for ongoing accelerated progress. - Establishing a reading for Pleasure approach to target and inspire PP children.	EEF Toolkit: Oral Language Intervention and small group intervention, Phonics, DFE Reading Framework Document and research into validated Phonics Programmes Research demonstrates that Reading efficacy supports full access to the wider curriculum.	3
Other targeted interventions: - Development of strategies for pre-teach and re-teach in core subjects, including RWI spelling, to ensure if a child falls behind they quickly catch up: PP children are targeted within Data Meetings for the sessions, using Shine intervention software to gap fill through these sessions, supporting children to access quality first. - Rapid intervention sessions will also provide opportunities to teach and reinforce retrieval practice skills. These are supported by Shine Resources - All staff have a clear knowledge of who their PP children are and the Targeted Support Register precisely identifies PP with more complex needs.	EEF toolkit: Small Group Intervention EEF: Digital Technology Some children struggle to apply their phonics and spelling knowledge to reading and writing- the development of our reading curriculum and increased dictation opportunities will support this.	1,2,3,4
Supporting progress in Year 6 for PP and underperforming pupils:	EEF Toolkit: Reducing Class Size	1, 3 and 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Booster interventions for Year 6 children: morning and after school support is provided in a targeted way by teachers and senior leaders. - Resources to support the children prepare for the key stage 2 assessments will be provided	EEF Toolkit: Extending School Time EEF Toolkit: Digital Technology and Homework EEF Toolkit: One to one Tuition	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and Self-regulation - Embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. - Review and introduce a behaviour policy based on trauma informed practice - Targeted Transition programme for Year 6 PP and vulnerable children during the year.	(EEF Toolkit: Social and Emotional Learning) Some children within school have SEMH needs at a range of levels, particularly following Lockdown but also as a result of socio-economic deprivation. As a result some children struggle to regulate their emotions and lack the language to discuss their feelings.	5

Attendance: - Review systems for securing good attendance: monitoring, tracking and rewards, with a particular focus on PAs. - Introduce daily monitoring of PP children struggling with attendance, using individual family action plans when required. - Increase communication with parents, class teachers and individual children through Dojo, email and displays. Engage all teachers in supporting attendance. Introduce attendance newsletters.	Internal data and monitoring outcomes Data analysis	6
Behaviour - Whole school focus on Behaviour, with review of Behaviour policy and tracking systems: focus will be on increasing intentionality in creating our school and classroom culture and in how we address behaviour across school. - Full Pastoral Support programme created in response to Target Support Register, with clarity of individual targets and time linked interventions: appointment of permanent Learning Mentor to add to the Pastoral team. - Use forensic monitoring of behaviour data to identify all children whose behaviour is a barrier to their own and other children's learning, including in class and individual action plans.	EEF Toolkit: Behaviour Interventions and research linked to Tom Bennett's work- Running the Classroom	5
Pupil Engagement **Increasing engagement in wider school life to impact on expectations and aspirations, and to support positive engagement in learning:** - Extra Curricular activities targeting developing communication and language needs through participating in a range of activities - Target PP children for involvement in the following groups: *Pupil Leadership Team, Pupil Spirit Council; Playground leaders/buddies; Responsible jobs in the classroom; House captains; A range of after school activities; Courageous Advocacy/Social Action group and Young Carer group* (EEF Toolkit: Arts and Sports Participation)	There are many challenges facing families in the community and a number have suffered hardship. Some families tell us that they sometimes find it challenging to support their children with learning or with their personal	5,6
Parental Engagement and support programme - Work with identified families to support and sign post when required, including support through Fare Share initiative, housing support, mental health work, parenting etc. - Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping children		5,6

safe in the community, supporting understanding of phonics and early reading and essential skills support for Maths. - Family workshops linked to Maths and Reading. - Targeted parental programmes linked to behaviour, attendance and SEND. (EEF Toolkit: https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/)	development. This can impact negatively on learning and progress and engagement.
Pastoral lead role and ELSA (Emotional literacy Support Assistant)	

Total budgeted cost: £127 934

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 2022 to 2023 academic year.

- 81.5% of pupils achieved a good level of development by the end of EYFS
- 91% of pupils in year 1 passed the phonics screen check
- The average score on the Y4 multiplication check was 21.5
- 40% of PP pupils reached the expected standard combined at the end of key stage 1
- 57% of PP pupils reached the expected standard combined at the end of key stage 2
- Progression documents are in place for all subjects and understood by all teaching staff outlining the end points and component parts which need to be delivered.
- Through the use of catch up funding above expected progress was made across reading, writing, maths and SPAG in year 6.
- The attendance percentage for pupils in receipt of the pupil premium in 2022-23 was 92.93% which is 0.01% lower when compared to all pupils. The percentage of pupils who were persistently absent in 2022-23 was 22.09% which is 5.08% higher than the figure when compared to all pupils .
  The percentage of pupils in receipt of the pupil premium who are classed as persistently absent is 35% which is 9.3% higher than the figure for all pupils and 3.8% higher than the figure for children in receipt of the pupil premium nationally. The percentage of lates recorded for PP pupils was 1.1% compared to 0.62% for all pupils.
- Flanderwell works in partnership with parents and outside agencies such as MAST and the inclusion and attendance service so that the right support for attendance is accessed in a timely way.
- Consistent implementation of the PSHE and RSHE curriculum impacted on the reduction of behaviour incidents recorded and impacted on children's understanding
- There have been increased opportunities for children to take part in wider school life. All pupils in receipt of the pupil premium took part in the playground buddy initiative. Pupils in the receipt of the pupil premium took on leadership roles by becoming a pupil leader. Registers show an that across all clubs taking place in school, 334 children attended. Of these, 64 pupils were in receipt of the pupil premium.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.