

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	Flimby Primary School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tanya Peers
Pupil premium lead	Tanya Peers
Governor / Trustee lead	Ann Farish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61870
Recovery premium funding allocation this academic year (School Led Tutoring)	£6670 £5265
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	£68540 (£73805 with School Led Tutoring)

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the ADP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic and lockdowns. Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	Emotional well-being, social and emotional skills and the impact on children being ready to learn. Our RISE assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Attainment gap between PP children and non-PP children in KS1 and KS2.
4	Low ambition and resilience.
5	Low speech and language skills on entry. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

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
To ensure the children who have been significantly affected mentally, emotionally and socially by the pandemic have the support in school to ensure they are ready to learn.	Children who have received ELSA, Lego Therapy, Drawing and Talking or counselling sessions are using strategies to support them with their learning. There will be an improvement in their RISE resilience scores.
Accelerated Reader is established within school and is used consistently. Children are developing a love for reading and making good progress.	Children are making good progress which can be tracked through their ZPD range and scores in their Star Reader assessment.
Reciprocal Reader training is disseminated to all staff who use the strategies to support children with their reading comprehension.	Children who were previously good readers but have weaker comprehension skills are targeted and by the summer term their NFER scores in reading have improved.
Children who have received support through School-Led Tutoring have closed the education gap between pupils and their peers.	Children will be tracked and have a plan in place to ensure progress in Maths and English and that the gap has closed.
Children's Speech and Language in Reception and Year 1 has improved through the use of NELI.	NELI assessments show that the children have made good progress through the intervention.
RWI tutoring ensures the children who are struggling to keep up with their groups have 1:1 catch up to keep them making good progress and not falling behind.	RWI interventions show that children are making good or better than expected progress.
All children have the opportunity to participate in residential trips and are not penalised due to the cost.	Children are experiencing activities that they have not had the opportunity to participate in before and are widening their cultural capital. This will be measured through those PP children who are participating in the residential and RISE resilience questionnaires following the trips.

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: £5781.35 - £5098.05 (AR) £683.30 (Reciprocal Reader)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that Accelerated Reader is implemented throughout the school to increase literacy and help Close the Gap.	<p><i>Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</i></p> <p>The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</p> <p>A second EEF (effectiveness) trial of Accelerated Reader, testing a scalable model under everyday conditions in a large number of schools, is currently underway.</p>	1, 3 and 5
Teacher and TAs to be trained in the use of Reciprocal Reader	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.	1, 3 and 5

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

Budgeted cost: £15190.65 - £954.83 - (TA hours), School led tutoring - £25 per hour x 36 pupils (1:2) £6750, PP Lead Salary £7485.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring to support disadvantaged and vulnerable children who have missed the most education due to Covid.	Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the NTP. The Government is offering schools a new expanded tutoring offer from the start of academic year 2021/22.	1, 3 and 4
To embed the use of NELI (Speech and Language programme) to support children's language development and understanding. This includes the use of a screening so that interventions can be targeted based on a child's needs.	NELI (Nuffield Early Language Intervention) is an initiative developed by leading academics in the field of language and literacy development. It will support any gaps or delays in children's language development, increasing children's language skills, vocabulary and understanding of words. This will improve their pre reading skills, comprehension and vocabulary.	5
RWI tutoring and catch up programme to ensure children	Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress. The online training and Tutoring Packs have been written and developed by Ruth Miskin and the training is delivered by her expert trainers. Tutors learn how to teach pupils to read letters, blend sounds into words and read matched 'decodable' stories. The online explanatory films, practice films and 'in action' films guide tutors through every part of the tutoring.	1, 3 and 4

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

Budgeted cost: £52833 (including TA salaries for specific interventions, £750 for UKS2 residential and £325 for LKS2 residential)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Mental Health and Child Protection training for staff and increased training for HLTAAs delivering ELSA.	<p>Research suggests that around one in eight school aged children in the UK today are experiencing mental health issues (NHS Digital, 2018). This is likely to have increased with the ongoing COVID – 19 pandemic and its impact on society. School leaders have clear roles and responsibilities in regard to meeting the SEMH needs of their students (DfE, 2018; Ofsted, 2019). A school based ELSA has been trained by EPs to understand aspects of children's behaviour and she, or he, has access to a bank of resources which can be employed in order to support children who are experiencing social and emotional difficulties; often by helping children to develop their emotional literacy (Burton, 2019). The professional development of ELSAs is ongoing as they participate in group supervision sessions with EPs and can join ELSA networks. Interest in the ELSA training course from senior leaders of schools in West Cumbria was high. This indicates an appreciation of the importance of having members of staff in school who are trained to support the emotional wellbeing of children.</p> <p>See report for further information https://www.elsanetwork.org/wp-content/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf</p>	2 and 4
Implementing Lego Therapy and Drawing and Talking to support children's well-being and wider needs.	<p>Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</p>	2 and 4
Reduction in residential trips for PP children.	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</p> <p>Increasing the cultural capital for all children.</p>	1, 2 and 4

Employ a counsellor to work with children who have been significantly affected by the pandemic.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf	1, 2 and 4
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Total budgeted cost: £73,805.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021 and there is no comparison with national data.

The impact of Covid disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils (particularly in the first lockdown), and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and RWI. During the lockdown in January, many disadvantaged children attended the setting and we noticed these children made better progress than their peers due to small class sizes and targeted interventions. This was evident in the spring term NFER tests.

Due to the pandemic, we were not able to have parents in school as we normally would however during the lockdown we made weekly phone calls to all families and offered additional support to those families who needed it.

Overall attendance in 2020/21 was higher than in the preceding year for disadvantaged children at 95.35%, due to Covid at %, it was higher than the national average, although lower than non-disadvantaged pupils at 97.95%. We have had some attendance meetings with families where children have been persistent absentees. This has worked for some families, others are now receiving further support through the Early Help process.

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
Accelerated Reader	Renaissance