

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	125
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£49, 860
Recovery premium funding allocation this academic year (School Led Tutoring)	£5, 508
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49, 860 (£55, 368 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 or counselling sessions are using strategies to support them with their learning. There will be an improvement in their RISE resilience scores.
Accelerated Reader and Myon are 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 is used by KS2 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 Nursery and Reception and Year 1 has improved through the use of Hanen LLLI.	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 and other curricular activities 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 measure through those PP children who are participating in the residential and RISE resilience questionnaires following the trips.
Children are knowing more and remembering more in writing through the use of the Write Stuff model.	% of children achieving the national standard in writing in KS1 and KS2 has increased.

## 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: **£3434.56** - £1699.35 (AR) £1735.21 (Myon) £300 (Write Stuff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that Accelerated Reader continues to be used 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 in KS2 to be trained in the use of Reciprocal Reader and using the approach.	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
Use of Write Stuff in KS2 with elements applied in KS1	<p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Recommendation 4 ‘Teach writing composition strategies through modelling and supported practice’ and Recommendation 5 ‘Develop pupils’ transcription and sentence construction skills through extensive practice’ are the foundations of the Write Stuff system.</p>	1, 3 and 5

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

Budgeted cost: **£19,202.39**- £3947.01 - (TA hours), School led tutoring - £25 per hour x 33 pupils (1:2) £4335, 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 participate in the Learning Language and Loving It Hanen Program.	The project is funded by the EEF and DFE. Learning Language and Loving It is a research-validated, state-of-the-art in-service education program that addresses the critical role of the early childhood educator in facilitating children's social, language and literacy skills during everyday interactions. Drawing from the most current research in the field of early childhood education, language development and adult learning, Learning Language and Loving It promotes responsive, developmentally appropriate interactions that are associated with positive language and literacy outcomes for young children. <a href="http://www.hanen.org/SiteAssets/Helpful-Info/Research-Summary/Learning-Language-Research-Summary.aspx">http://www.hanen.org/SiteAssets/Helpful-Info/Research-Summary/Learning-Language-Research-Summary.aspx</a>	5
RWI tutoring and catch up programme	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: **£2967.70** (including £5027.70 TA salaries for specific interventions, £650 for UKS2 residential (13 children @£50 and £225 for LKS2 residential 9 children @ £25) Young Voices transport £490, £1800 counsellor, £2300 music tuition, £4500 per class to enhance the curriculum

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing Mental Health and Child Protection training for staff and increased training for HLTA delivering ELSA.</p>	<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  <a href="https://www.elsanetwork.org/wp-content/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf">https://www.elsanetwork.org/wp-content/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf</a></p>	<p>2 and 4</p>
<p>Reduction in residential trips for PP children.                      Young Voices choir opportunity in Manchester                      Subsidising trips and visits</p>	<p><a href="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">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</a></p> <p>Increasing the cultural capital for all children.</p>	<p>1, 2 and 4</p>
<p>Employ a counsellor to work with children who have been significantly affected by the pandemic.</p>		<p>1, 2 and 4</p>

<p>Music tuition for classes</p>	<p><a href="https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/">https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/</a></p> <p>Developing the cultural capital for all children and giving them opportunities they would otherwise not have. Evidence shows it can also benefit outcomes in other curriculum areas.</p>	
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**Total budgeted cost: £55,404.65**

## 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.

The School Led tutoring and Accelerated Reader have supported us to achieve KS2 results as follows:

Reading – 86%

Maths – 86%

GPS – 76%

Writing – 62% for 2020 to 2021 and there is no comparison with national data.

We are above national for all areas apart from writing. We need to continue the good work in all areas and are investing further with our writing curriculum.

RISE resilience scores improved for those children who worked with our ELSA or who received Lego Therapy or Drawing and Talking intervention.

RWI tutoring has been an enormous success as we had 100% phonics pass this year.

All PP children who wanted to attend the residential were able to do so due to the subsidising of the cost.

We changed from using NELI as children were assessed as working at age related expectations to using Talk Through Stories which is working well in KS1 and EYFS.

### 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
Lego Therapy	Bea Inclusive
Drawing and Talking	Drawingandtalking.com