Pupil Premium Strategy 2021 – 2022 Fleggburgh

1. Summary information				
School	Fleggburgh VC Primary School			
Academic Year	2021-2022	**Total PP budget** 21,300 plus c/f 12,700	**Date of planned internal PP review** April 2022	

Pupil Premium Strategy Statement
The core approach of our Pupil Premium strategy is to deliver quality first teaching in the classroom, coupled with a curriculum designed around the needs of our pupils and in large part led by the pupils. We want all the children and adults to feel happy and safe and share a love of learning. We have high aspirations for ourselves and others so that we can all **'soar on wings'.** The overall aim of our Pupil Premium strategy is to: • ensure full access to the curriculum for all our children, effectively identifying and meeting their individual needs. • continue to prioritise our supportive ethos which ably promotes inclusion. • 'level up' opportunities by lifting those barriers that we consider to have the biggest detrimental effect on our children's outcomes.. • build leaders at all levels who effectively and positively impact on education, health and social outcomes Ensure teachers, support staff pupils and families benefit fully from quality first teaching and strong organisational Christian core values.

2. Barriers to future attainment	
In-school barriers	
A.	Low starting points specifically with speech and language
B.	Low independence / underdeveloped independent learning behaviours
C.	Developmental needs , some related to poor social and emotional wellbeing/resilience
D.	Not all children reading for pleasure/able to infer/low levels of comprehension
External barriers	
E	Family Environmental Factors
F	Parenting capacity/lower aspiration and expectation
G	Attendance
3. Desired outcomes	
	Outcomes	**Success criteria**

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A.	Stronger progress	Quality first teaching evident in all lessons Pupils meeting age related or above expectations by May 2022 in line with national averages

		All pupils meeting expected or stronger progress from starting points July 2022 Strong progress evident in books and through formative assessment Pupils able to confidently give and receive feedback/self and peer assess Effective and dynamic programme of targeted intervention Effective deployment of support staff /peer support
B.	Confident and independent learning behaviours	Pupils: Able to effectively self and peer assess Able to constructively use and give feedback Able to celebrate own effort and achievements Fully engaging with lessons Showing increased metacognitive skills Taking ownership of school and home learning activities Children report intrinsic reward for learning
C.	Full access to curricular and extracurricular activities with positive social integration. Inclusion. NB Priority within School Improvement Plan	Pupils reporting feeling happy and safe Sustainable friendships No exclusions Minimal incidents of negative behaviour recorded Pupils consistently regulating emotions Staff applying CPD to identify and meet need Pupils fully accessing and engaging with the curriculum Strong pupil progress Ambitious attainment targets set and met Positive relationships with adults sustained Pupils have a particular interest or passion to share Excellent attendance 96% plus Effective partnership with other agencies
D.	Stronger reading culture within school. Children moving from KS1 to KS2 with higher capabilities for comprehension.	Children motivated to read at school and at home Reading culture more evident within school Library and new technology resources creatively used to support reading Improved levels of attainment in reading Stronger progress evident in reading More children working at greater depth for reading All children have a library card and know how to access community libraries

E / F	Parents and carers supported to focus on child's education, health and safety Effective multi agency work with team around the child.	Effective parent partnership with increased focus on learning at home and school and early intervention Effective multi agency partnership with team around the child Sustainable and effective systems in place for assess/plan/do/review cycles Excellent attendance 96% plus Improved home learning environment
G	Improve and sustain excellent attendance	96% or above attendance Persistent absence below national average Parents fully accountable for attendance Effective school incentive strategies

4. Planned expenditure					
Academic year	**2021-2022**				
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Stronger progress	Quality first teaching/developing consistently good and outstanding class teachers Using specialist teachers and resources to support high quality delivery of the curriculum CPD/peer support meetings for staff focussed on teaching and learning and effective metacognitive practices Volunteer programme Effective deployment of support staff	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)	Lesson Observations Pupil Perception surveys Pupil Progress monitoring Appraisal INSET Resourced Current Provision tables and intervention records Pupil Progress tracking	Assessment Teachers Pupil Progress JC/IR Appraisal JC SENDCo CL Planning Teachers	Half termly pupil progress reviews Appraisals Oct/ Feb/May Lesson Observations Termly Weekly staff meetings Weekly learning walks Pastoral and SEND reviews half termly

| Confident and independent learning behaviours | Ethos and approach to impact positive emotional well being
Support to participate in extracurricular activities and visits and outdoor physical activity
High quality feedback
Personalised planning
Support with self and peer assessment
Access to outdoor learning as part of
curriculum to develop learning behaviours | Collaborative learning done well is of moderate impact with low cost
Approaches which promote talk and interaction between learners tend to result in the best gains
Feedback is of high impact for low cost.
Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation) | Book Scrutiny
Celebration of achievements
Good parent partnership
Pupil Perception
Lesson Observation
INSET
Resourced
PAFS tracking
Attendance tracking | Monitoring SLT and Govs

PAFS IR JC CL | Half termly pupils progress reviews JC

Appraisal reviews JC

Pupil Perception IR

Half termly PAFS |

Full access to curricular and extracurricular activities with positive social integration **Parents and carers supported to get back on track with a focus on child's education, health and safety**	Pupil and Family Support Metacognitive classrooms Support to access extracurricular activities Creative curriculum planning Designated roles and responsibilities for pupils Regular CPD for all staff re inclusion Transition / joint working between pre school/school Systems in place for early Intervention Assess plan do review approach to supporting and monitoring intervention and support Partnership with other agencies High quality visits and visitors	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF) Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF) Parental and community involvement programmes are often associated with reported improvements in school	Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings School data Agency feedback Provision tables/intervention records Parent consultations	JC JC/IR JC DF JP JC/IR Teachers IR CL/GY Teachers	Annual surveys Termly Appraisals Half Termly pupil progress Regular updates/reviews with outside agencies Timetabled Parent consultations feedback/analysis SEND monitoring Pupil Asset half termly

		ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)			

Attendance	Early Intervention First day calling FPN Policy/Increase parental accountability Careful use of language related to holidays in term time High quality early years setting and transition to set solid foundation Attendance Race Attendance priority Awareness raising Use of Inclusion team/attendance duty team High motivation for children to attend school due to happy, safe and purposeful ethos	Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF)	Attendance monitoring and reporting – pupil asset Governor monitoring	JC IR JP JG	HT reports to governors termly

ii. Targeted support

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable individuals and groups will be focussed on as an essential part of weekly staff meetings between the headteacher and individual teachers. Support will also be provided through SENCO, Cluster SEND Support, EPSS, Children Services, Designated Safeguarding Leads, Subject Leads, Assessment Lead and Governors. Rich data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. Deployment of staff takes account of personal strengths and passions. The school aims to sustain a 'team around the child' approach.

iii. Other approaches

	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching	JC/IR	Half termly
	Pupil and Family Support from SENCO and Head of School	Standard agenda item for staff meetings Clear Assess/Plan/Do/Review plans shared with all staff	JC IR CL	Weekly Half termly update
	Celebratory solutions focussed ethos Growth Mindset	Growth Mind set approach Metacognitive classrooms Appplication of Blooms taxonomy Embed core values 'Children first' Parent partnership Celebration assemblies/events	ALL	Daily learning walks and peer support

		Strong pupil voice		

5. Key Expenditure to achieve the above:	
Leadership IR	8400
Leadership JC	3000
Attendance admin support JP	1500
4 days of supply cover for targeted intervention KS1 GY	1000
P/T TA for targeted intervention JE	5380
Language teacher	3860
Music Enrichment from NMS	1000
ICT Enrichment resources	4200
Science Enrichment - Empiribox	1000
Resources	4660
Total	**34,000**