

# Fleggburgh C of E Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to support the wellbeing, progress and attainment of pupils eligible for pupil premium.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

### School overview

Detail	Data
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Church Executive Headteacher
Governor	Graham Johnson Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£15000
Recovery premium funding allocation this academic year(23-24)	£ 2000
Pupil premium (and recovery premium) funding carried forward from previous years	£ 2800
<b>Total budget for this academic year</b>	<b>£19800</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points).

At the heart of our approach is quality first teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure smooth transitions as they move through the school and on to high school. Supporting good attendance is another key strategy.

Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills, knowledge and experiences they require to maximise the opportunities their time with us offers.

### Challenges

Key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	Pupils make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress depends on well targeted interventions and support.
2	Our assessments, observations and discussions with pupils show that a number of our disadvantaged pupils are challenged by social, emotional and mental health needs which impact access to the curriculum and to their enjoyment of school.
3	Our assessments, observations and discussions with pupils show that some of our disadvantaged pupils generally have challenges around

	communicating and expressing their needs including social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that some of our disadvantaged pupils may have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that some pupils often require additional support to develop personal skills to support social integration.
6	Our disadvantaged pupils, like all pupils, have been affected by the impact of the partial school closures during the COVID-19 pandemic. These findings are backed up by national studies.
7	Parenting capacity and family environmental factors may impact outcomes for our children. Supporting the whole family will positively impact outcomes for the child.

## 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
Improved progress and attainment for disadvantaged pupils, across the curriculum, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by formative and summative assessments. 100% good or better teaching All staff have a holistic knowledge of the specific needs of all children
Improved social, emotional and mental health for our pupils.	Assessment of pupils wellbeing using Provision Map records, PAFS (pupil and family support records), attendance records and targeted intervention data show pupils better able to access school and the curriculum. Detailed and accurate assessment of need with relevant and effectively planned interventions.
Pupils have their specific needs identified and met.	Through achievement of SEN and EHCP plans' termly outcomes.
Disadvantaged pupils have greater confidence and independence to help	Through observations and discussions with pupils, staff and their families.

them engage more with learning and their school community.	
Pupils feel well prepared for transitions as they move through school and to high school.	Through observations, discussions and feedback, it is evident that transitions are positive.
Parents feel well supported and informed to help meet the specific needs of their children.	Through observations, discussions and feedback, it is evident that parents are supported to support their children to fully access opportunities at school. Effective parent partnership. Good attendance
Children benefit from enriched curricular and extracurricular opportunities and experiences	Children participate in and enjoy enriched opportunities and are supported financially to do so where financial support is needed. Support regularly offered to positively impact home learning and reading.

## Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Impact
	<p>The school makes full use of the evidence to be found on the Education Endowment Foundation website  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>
Quality First Teaching with dynamic professional development opportunities	<p>Metacognitive and self regulatory approach</p> <p>Individualised instruction</p> <p>1-1 tuition</p> <p>Collaborative approaches</p> <p>Feedback</p>	<p>+ 7 months</p> <p>+ 4 months</p> <p>+ 5 months</p> <p>+ 5 months</p> <p>+ 6months</p>

Targeted Pupil and Family Support	TA intervention Social and Emotional Support Reading Comprehension support Speech and Language Support	+ 4 months + 4 months + 6 months
Ensuring full access to curricular and extracurricular activities	Report by Social Mobility Commission has been referred to: <a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a>	Increased confidence which helps social interaction, a real aspiration to learn, more soft skills and a sense of wellbeing and belonging.
Attendance tracking and support	<a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a>	Allows full access to the curriculum
Pupil progress monitoring, formative assessment, summative assessment, self and peer assessment and moderation	Feedback	+6 months
Support regularly offered to positively impact home learning and reading.	Home learning Parental engagement	+ 5 months + 4 months
Key Expenditure to facilitate these activities:		
% additional teacher for Y2/3		£10600
Attendance administration and tracking		£ 500
% TA intervention		£ 2000
French specialist		£ 3000
Music enrichment		£ 1000
Resources and support including milk		£ 1400
Professional development / supply cover		£ 500

