

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	Fleckney C of E Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Tim Leah
Pupil premium lead	Tim Leah
Governor / Trustee lead	Linda Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,735
Recovery premium funding allocation this academic year	£5220
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	£79,955

Part A: Pupil premium strategy plan

Statement of intent

At Fleckney C of E Primary school, we are committed to meeting all of our pupils' pastoral, social and academic needs in a caring and nurturing environment. We treat all our pupils as individuals and work hard on getting to know them and their own unique needs. Every child in our care, inclusive of any child who is in receipt of the pupil premium, is valued, respected and entitled to develop to their full potential and we recognise as members of staff and Governors that we need to ensure that the right provision is in place.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

Regular attendance in school is compulsory in order for children to reach their potential. However, our attendance figures show that of our pupil premium group is has lower rates of attendance of those not in receipt of pupil premium. In order to combat this, our strategy is to focus on encouraging attendance through getting to know the families and working hard to develop strong working partnerships. We understand that by doing this, we meet the well-being needs of pupils and families. We work hard to positively encourage our pupils to develop a love of school so that our children have a desire to attend. Through work with our Elsa lead, we strive to communicate well with our families offering additional emotional and well-being support when and where needed.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

We know that quality first teaching is the best strategy to ensuring our pupils' academic success. Consistent, high quality well planned and delivered lessons, lead to positive academic outcomes for all of our children.

40% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. To provide additional support in our lessons, we invest in members of trained support staff, who are there to facilitate the first quality learning and ensure any identified pupils are kept on track.

In addition to first quality teaching, we put in place targeted intervention to address individual children's needs through one to one and small group teaching. Our teaching and support staff, who know our children best, deliver this additional support for learning.

We identify small group of pupils who are not making the progress we would expect and seek to provide bespoke intervention based on their needs.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

Developing excellent relationships with our pupils has always been our first priority. We pride ourselves on our excellent pastoral care. We know in order for our children to learn, their personal, social, emotional and developmental needs need to be met. This has been particularly evident for children on entry to EYFS. We have established a successful, carefully considered induction programme. Settling children quickly into school, helps to remove these barriers sooner in a child's education.

Due to the Covid periods of lockdown, we have seen an increase in pupils' emotional and social needs. This inevitably has an impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes employing an experienced full time ELSA lead, who works in close partnership with the SENDCO and SLT team to provide support for our children and their wider family.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of their peers.
2 Outcomes	A key group of pupils in receipt of PP are not making expected progress
3 Pastoral	There are identified pupils in receipt of PP, who have emotional well-being, social and behavioural needs, affecting their readiness to learn and impacts on their ability to make progress.
4 SEND	40% of our pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

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
<ul style="list-style-type: none"> Attendance of pupil's receiving PP funding to be brought in line with their peers. Reduce the number of persistent absenteeism. 	<ul style="list-style-type: none"> To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Between 01.12.21 to 30.11.22 Pupil premium pupil's attendance 92.5% Non-pupil premium pupil's attendance 94.8% Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees. Between 01.12.21 to 30.11.22 Only 1 pupil premium pupil had an attendance figure below 80%. (1 out of 12 persistent absentee pupils 8%)
<ul style="list-style-type: none"> Outcomes for pupils in receipt of pupil premium are brought in line with those of peers in school across the curriculum. High quality teaching is effectively in place, alongside targeted interventions. All pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. 	<ul style="list-style-type: none"> Increased progress for a key group of identified pupils in receipt of pupil premium in reading, writing and maths in line with their identified starting point. 51 children in receipt of pupil premium funding as of December 2022. (see 2022 attainment figures at end of this document)
<ul style="list-style-type: none"> Meet the well-being needs of all pupils in receipt of pupil premium funding to ensure they are ready for learning. Children and families are supported to ensure they are attending school regularly. Ensure children have access to high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 96% 	<ul style="list-style-type: none"> Children's well-being needs are met and supported. Children are attending school regularly and able to access high quality teaching Targeted interventions are taking place where needed to progress. Attendance target 96%

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Signed up to a DFE school improvement intuitive for improving outcomes for disadvantaged pupils.	As a school we have written an action plan in conjunction and facilitation by Stef Edwards (NLE) School visit from Chris Bugh (ELE) specialism in Research based evidence to support outcomes for disadvantaged pupils. Chris Bugh to coach and train all teaching staff.	2 4
To ensure all children receive first quality phonics teaching. To introduce, implement and embed the new Phonic Validated Scheme (Little Wandle – Letters and Sounds) in FS and Y1. Ensure all staff receive training and coaching. New Scheme purchased, resources purchased, reading books purchased. Staff meeting time for training and evaluation. To explore, evaluate and implement the most suitable Phonics intervention program for EYFS KS1/2 children who need it.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. See EEF Toolkit : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 4

<p>All teaching staff to access and CPD for: Developing language and vocabulary across the school to raise attainment in reading (and writing).</p> <p>Teaching reading at an instructional level Training around instructional reading and comprehension.</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>2 4</p>
<p>Introduce e-book library to support blended learning, facilitate the amount of books available in our children's homes.</p>	<p>Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	<p>2 4</p>
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>4</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and embed provision around small group	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one	2

<p>Reading/ Maths/ Writing/ Speaking and Listening intervention for disadvantaged pupils falling behind age-related expectations.</p>	<p>interventions can be a powerful tool for supporting these pupils when they are used carefully.’ EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	
<p>To effectively use all staff, teaching staff, HLTAs, TAs 1:1 support to enable key children across the school. HLTAs- currently working across the entire age range to support teaching and learning based on identified needs.</p>	<p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes’. EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2 3 4</p>
<p>To conduct half termly analysis of summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT. Pupil progress meetings termly Regular monitoring of targeted interventions</p>	<p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’ EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>2 4</p>
<p>Continue with Catch up reading program – led by HLTA trained to deliver the program</p>	<p>Positive impact of Catch up reading intervention</p>	<p>2 4</p>
<p>NELI Nuffield Early Language – Introduce and establish small group interventions across KS1</p>	<p>The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’</p>	<p>2 4</p>

<p>following baseline assessments</p> <p>Training for all staff in EYFS, HLTAs and staff will deliver the intervention the intervention 3 times per week</p>	<p>Endorsed by EEF Research:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being and pastoral support for vulnerable children and families given by our SENDCO and full time ELSA</p> <p>Targeted support is needed to ensure attendance is maintained and readiness to learn.</p> <p>Carefully considered transition arrangements into EYFS ensures we quickly identify pupil's 'at risk' as, or before they start school. Good links with 'feeder settings' are established.</p> <p>SENDCO and ELSA lead Offer parenting group sessions working on specific needs developed through discussions with our vulnerable families - allowing them to access key services.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>1 3</p>

<p>Tailored and intensive support is provided in school for the most vulnerable pupils. The children are given individual or group sessions depending on need.</p> <p>Pupils are invited to take part in Horse therapy sessions to aid social and emotional well-being.</p> <p>We engage the relevant support professionals in line with attendance.</p>		
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Total budgeted cost: £79,955

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.

End of KS1 SATs 2022

% making the expected level of progress or above at the end of year 2.

7 pupil premium pupils*	Reading 29%	Writing 29%	Maths 43%
58 non-pupil premium pupils	Reading 62%	Writing 64%	Maths 66%

**57% PP pupils with SEND*

End of KS2 SATs 2022

8 pupil premium pupils*	Reading 25%	Writing 25%	Maths 38%
56 non-pupil premium pupils	Reading 68%	Writing 75%	Maths 68%

**63% PP pupils with SEND*

The 2022 statutory results are the first published performance figures since Covid-19.

They illustrate that the work to close the gap in attainment between pupil premium and non-pupil premium pupils is ongoing.

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
LEXIA	lexialearning
2simple	2simple
TTRockstars	TTRS
Education City	educationcity
My Maths	My Maths
O Track	Juniper Education

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)