

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 121 |
| Proportion (%) of pupil premium eligible pupils | 25.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| 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 | £55, 290 |
| Recovery premium funding allocation this academic year (School Led Tutoring) | £2,362.50 |
| 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 | £57,652.50 |

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.

| 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 pupils have been impacted by partial school closures. 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 can impact attainment. |
| 3 | Attainment gap in KS1 and KS2. |
| 4 | Ambition and resilience |
| 5 | Speech and language skills on entry. |

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 have 1:1 catch up are 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 new activities 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. |
| 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: **£6424.26**

| 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>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</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: £11,478.04

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| School led tutoring | 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 ensure all staff in EYFS are trained in the Learning Language and Loving It Hanen Program. | <p>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.</p> <p>http://www.hanen.org/SiteAssets/Helpful-Info/Research-Summary/Learning-Language-Research-Summary.aspx</p> | 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: **£39750.20**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ongoing Mental Health and Child Protection training for staff and increased training for staff delivering ELSA.</p> <p>Lunchtime Club for children who may need extra support</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 https://www.elsanetwork.org/wp-content/uploads/2021/02/ELSA-Evaluation-Report-2018-19.pdf</p> | <p>2 and 4</p> |
| <p>Reduction in residential trips for PP children.</p> <p>Subjects to enhance the curriculum.</p> | <p>Research to understand successful approaches to supporting the most able disadvantaged</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>Counselling in Schools – DfE advice and the benefits of a school counsellor.</p> | <p>1, 2 and 4</p> |
| <p>Music tuition for classes</p> | <p>https://gallionsmusictrust.org.uk/2021/06/02/playing-music-makes-you-clever/</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> | |

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 2022 to 2023 academic year.

RISE resilience scores improved for those children who worked with our ELSA or who received Lego Therapy or Drawing and Talking intervention. The HLTA delivering this has now retired however we have plans in place for a member of staff to undertake training and continue this beneficial work. We have had no fixed or permanent exclusions this year.

RWI tutoring has been a success as we had 92.9% 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.

The Learning Language and Loving It Hanen Program was successful and we have decided to train additional EYFS staff in the program and understand the benefits of its use across KS1 and KS2.

We invested in subjects specifically rather than as classes to improve children's cultural capital. This was due to the way we are delivering the curriculum. All subjects had a dedicated budget to do this. This resulted in learning being brought to life for all our pupils with visitors in and trips out without the financial burden on parents, especially with the cost of living crisis.

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 |
| Write Stuff | Jane Considene |