Pupil premium strategy statement – Flimby Primary School

This statement details our school's use of pupil premium 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	108 (including 14 nursery)
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£43,935
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	£43,935

Part A: Pupil premium strategy plan

Statement of intent

Our disadvantaged pupils will engage with the local community, and beyond, to enhance their social and cultural capital and feel a sense of belonging. Pupils at Flimby Primary School will be supported by passionate staff who enhance their school life and beyond to ensure the pupils can overcome social challenges to access various opportunities that they may not have previously experienced.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP (School Development Plan). 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.

All school staff and governors will have a shared understanding of the PP Strategy to ensure that disadvantaged pupils can thrive in the classroom and attain well.

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. NFER and RWI assessments, Pupil Progress meetings and RISE data indicates that the education and well-being 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. Y6 – In KS1 NFER scores showed working towards and struggled with home learning. KS2 - RISE data showed confidence, connectedness and coping with lower scores. Y4 – 57.2% of disadvantaged children achieved GLD compared to 67% of non-disadvantaged.

2	Emotional well-being, social and emotional skills and the impact on pupils 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	Significantly below average on entry data for EYFS pupil's internal assessments from our Nursery setting and the Reception Baseline Assessment (RBA) information show that 75% of our pupils come in significantly below where they should. C&L data from 2023/24 for Nursery pupils showed that 45% of pupils were on track, which was the lowest attained area of learning.
4	Many of our pupils have limited experiences of clubs and community activities outside of school due to the additional cost therefore for example musical, physical and theatrical talent may go unidentified.
5	Attendance for disadvantaged pupils is often lower than their peers as data from 2023/24 shows the percentage of attendance for disadvantaged pupils was 94.4% in comparison to 95.5% for non-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 pupils who have been significantly affected mentally, emotionally and socially by the pandemic have the support in school to ensure they are ready to learn.	Pupils 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.
Pupils have a love for reading and utilise the transferrable skills in other areas of the curriculum to make good or better than expected progress.	Pupils are making positive progress in reading which can be tracked through their ZPD range and scores in their Star Reader assessment. Fluency in reading increases which supports their love for reading.
Pupils' Speech and Language in Nursery and Reception and Year 1 has improved through the use of Hanen LLLI.	Development Matters milestones and ELGs in C&L show that the pupils have made good progress through the intervention.
Pupils who receive 1:1 RWI FTT tutoring, in addition to their phonics lessons, make good progress and do not fall behind their peers.	RWI assessments and phonics screening test show that pupils are making good or better than expected progress. This also translates to improved outcomes in NFER reading tests.

All pupils have the opportunity to participate in residentials and other extra-curricular activities and are not penalised due to the cost.	Pupils are experiencing activities that they have not had the opportunity to participate in before and are widening their social and cultural capital. This will be measured through RISE resilience questionnaires and analysis of the Pupil Engagement statistics.
Pupils are knowing more and remembering more in writing through the use of the Write Stuff model.	% of pupils achieving the national standard in writing in KS1 and KS2 has increased.
Most pupils who have received support through tutoring have made better than expected progress.	Pupils who have received tutoring have improved Maths, GPS and Reading test results in NFER and SATs.

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: **£6250**

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.	*Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University.* 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." A second EEF (effectiveness) trial of Accelerated Reader, testing a scalable model under everyday conditions in a large number of schools found that pupils reading stamina, ability and attitudes were perceived by the teachers to improve.	1 and 3
We will strategically plan and deploy Teaching Assistants (TAs) to ensure their impact on pupil	EEF guidance highlights that TAs can have a positive impact when used to deliver structured interventions and when	1, 2 and 3

progress is maximised. This includes: **Structured deployment**: Aligning TA support with identified pupil needs and classroom priorities. **High-quality CPD**: Working with Sally Franklin through the WELL programme to provide targeted training for TAs and teachers, focusing on effective collaboration and evidence-based strategies.	teachers and TAs work together effectively	
Use of Write Stuff in KS2 with elements applied in KS1	Improving Literacy in Key Stage 2 EEF 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.	1 and 3
Developing high quality teaching to ensure there is time for teachers to reflect, build their understanding, develop skills and embed habits.	Use of the Great Teaching Toolkit to build teaching expertise within school with courses, resources, structured activities and guided reflection through specific processes like identifying, exploring, and integrating elements of great teaching.	1 and 3

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

Budgeted cost: £10,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 train-ing is delivered by her expert trainers. Tutors learn how to teach pupils to read	1 and 3

	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. Y1 phonics data 2023/24 – 94.7%	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£26,956**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Mental Health and Child Protection training for staff and increased training for staff delivering ELSA. Lunchtime Club for pupils who may need extra support socially and emotionally.	Research suggests that around one in eight school aged pupils 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). Two school based ELSAs have been trained by EPs to understand aspects of pupils' behaviour and she, or he, has access to a bank of resources which can be employed in order to support pupils who are experiencing social and emotional difficulties; often by helping pupils 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 pupils. See report for further information ELSA Evaluation	1, 2, 4 & 5
Reduction in cost for residential trips for disadvantaged pupils.	Research to understand successful approaches to supporting the most able disadvantaged Findings from research state that successful support for the most academically able disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities that, individually and together, made a positive impact. Strong leadership and strategic focus on this cohort was required. In addition, interventions across four areas were needed: academic extension; cultural enrichment; personal development; and removal of financial barriers to achievement. Finally, monitoring, review	1, 2, 4 & 5

	and evaluation of outcomes enabled schools to focus their efforts on the most cost-effective activities.	
Employ a counsellor to work with pupils who have been significantly affected by the pandemic.	Counselling in Schools – DFE advice and the benefits of a school counsellor. Schools have a vital role to play in supporting the wellbeing of their pupils. Schools need to encourage the development of qualities like confidence, resilience and motivation in their students to prepare them for adult life. These character traits support academic attainment, are valued by employers, and support children and young people to make a valuable contribution to society. Activities to support children and young people to develop these qualities, in particular resilience, will contribute to making children and young people happy at school and engaged with their learning.	1, 2, 3, 4 & 5
Enhancing the subjects in the curriculum to increase the cultural capital so that children will have their experiences broadened and be opened to a new world of learning and wonder, particularly where children have a more disadvantaged home life.	Why Cultural Capital matters in Education Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews. The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. On the other hand, if children come to school with a poorer vocabulary, less knowledge, limited experiences and a poorer understanding of how to behave in the school setting, they are already at a disadvantage compared to their peers. Developing cultural capital in your primary school | Cornerstones Education	1, 2, 3, 4 & 5

Total budgeted cost: £ 43,935

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils still exists, the progress of disadvantaged pupils is continuing to rise year on year, particularly when set against national benchmarks.

Comparisons with national data demonstrates that on average our disadvantaged pupils are making significantly better progress than the overall national figure for disadvantaged pupils, In terms of the 2024 KS2 data:

	Flimby Disadvantaged Pupils	Flimby Overall	National Disadvantaged Pupils	National Overall
Reading	62.5%	82.6%	67%	81%
Maths	87.5%	82.6%	66%	80%
Writing	75%	62.5%	59%	78%
Combined	62.5%	47.8%	47%	61%

Reciprocal Reader alongside other interventions has improved outcomes in reading, as showed in the data above. Further Question Level Analysis (QLA) will be carried out across all subjects, with a particular emphasis on reading, as outcomes for disadvantaged pupils at Flimby were below the national average in this area. This analysis will help us identify specific aspects to refine, adapt, or discontinue.

There is still work to do to raise overall attainment and children working at greater depth.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

RISE resilience scores improved for those pupils who worked with our ELSA, School Counsellor or those who received interventions. We have had no fixed or permanent exclusions last year.

RWI tutoring has been a success with 83.3% phonics pass this year, compared to 80% nationally. 67% of disadvantaged pupils passed the phonics check compared to 67% of disadvantaged pupils nationally.

All PP pupils 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 Programme was successful, and we have trained additional EYFS staff in the programme. This year teachers and TAs in KS1&2 will have training for them to understand the benefits of its use in EYFS and across KS1 and KS2. We are also going to involve parents in the programme.

We invested in subjects specifically rather than as classes to improve pupils' 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.

Music tuition had a positive impact on pupils with children learning to play a musical instrument for the first time. The children put on a performance at the end of the school year for parents and the whole school which increased their confidence and resilience.

Unfortunately, this has not continued this year due to the availability of the music service. This is something we will explore again for next year.

Whilst the attendance of our disadvantaged pupils is significantly higher than the national average we would want to recognise that it is still below that of non-disadvantaged pupils.

	Flimby **Sept 24 - July 25**	**National average** **Sept 24 – July 25**
Attendance	96.22%	94.4%
PA	2.8%	17.6% (autumn and spring term data)
Disadvantaged	94.24%	Not yet released
Non-disadvantaged	97.16%	Not yet released

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
LBQ	LBQ
LBQ SATs Springboard	LBQ
TTRS	Maths Circle
Read Write Inc (Phonics and Spelling)	Oxford University Press
Seesaw	Seesaw

Language Angels	Language Angels
Write Stuff	Jane Considene