# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Flixton Primary School |
| Number of pupils in school  | 448 |
| Proportion (%) of pupil premium eligible pupils | 2.22% |
| Academic year/years that our current pupil premium strategy plan covers  | 2023/2024  |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Jason Redmond (Headteacher) |
| Pupil premium lead | Holly Freeman (Deputy Headteacher) |
| Governor / Trustee lead | David Rundle |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,190 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £25,190 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that **all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas as well as in terms of their personal development**. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.Our approach will be responsive to both common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:* ensure disadvantaged pupils are challenged in the work that they’re set
* act early to intervene at the point need is identified
* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
* have a designated ‘Pupil Premium Champion’ to oversee our offer to all disadvantaged pupils.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | *A high proportion (50%) of our pupil premium eligible children also have identified complex additional needs, either social and emotional or SEND.* |
| 2 | *Some of our PP eligible pupils have limited opportunity to access extra- curricular activities.* |
| 3 | *Internal data identifies that the majority PP eligible pupils (currently in school) attain below the ‘class average’ in assessments for English and Maths.* |
| 4 | *A significant proportion of PPG eligible pupils (currently in school) did not meet year group expectations (English and Maths) at the end of last academic year. (43% scored at or above national averages in one or more end of year test.)* |
| 5. | *A significant proportion (40%) of our PPG eligible pupils do not have English as their first language.* |

## 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.

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| Intended outcome | Success criteria |
| *All disadvantaged pupils will experience equality of opportunity (both academic and personal development).* | *Disadvantaged pupils make good progress from their starting points.**Disadvantaged pupils access extra-curricular activities / events.* |
| *Barriers to learning will be removed for disadvantaged pupils wherever possible.* | *CT and PP Champion have identified barriers for individuals / groups. These barriers have been addressed as appropriate. This may include:**Additional reading support**Emotional / pastoral support**SEND interventions* |
| *Pupils, including disadvantaged pupils, are well prepared for their secondary education by the end of Year 6.* | *Internal and external data as well as teacher feedback demonstrates pupils are ready to take their next educational step regardless of starting points.*  |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *15,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Purchase next year group’s subscription to phonics scheme so it can be ‘rolled out’ from EYFS into Year 1.* | EEF toolkit states that high quality consistent phonics teaching can make up to 5 months additional progress | 1, 3, 4, 5 |
| *Improve children’s application of the basic skills of writing.**CPD for teachers in the teaching of writing, including assessment.**Use of ‘mini writing assessments’ to enable teachers to focus teaching on cohort and individual weaknesses.* | EEF Evidence brief (Pupil Premium Menu) cites developing high quality teaching, and a curriculum which responds to the needs of pupils as being the ‘most important lever schools have to improve pupil attainment.’The purposeful use of assessment is an important strand of developing high quality teaching, according to the EEF Evidence Brief (Pupil Premium Menu). | 1, 3, 4, 5 |
| *Ensure identified gaps in understanding in maths are closed through effective formative assessment and high quality teaching. Ensure key basic skills are returned to through a year through ‘fluency lessons’ and mini assessments.* | EEF Evidence brief (Pupil Premium Menu) cites developing high quality teaching, and a curriculum which responds to the needs of pupils as being the ‘most important lever schools have to improve pupil attainment. The EEF toolkit states that feedback can have a very high impact (+6 months). | 1, 3, 4, 5 |

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

Budgeted cost: £ *8,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Small Group / 1:1 provision for any PP eligible pupil requiring it. This could include: reading support, phonics interventions, maths interventions, writing interventions, SEMH interventions, EAL interventions (Race to English).* | EEF Toolkit states 1:1 tuition can lead to an additional 5 months progress. Small group tuition can lead to an additional 4 months progress. Oral language interventions can lead to up to 6 months additional progress. | 1, 3, 4, 5, 6 |

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

Budgeted cost: £ *1,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Zones of Regulation – throughout the school.* | *EEF toolkit states that support for emotional intelligence can make up to an additional 4 months progress* | 1 |
| *Pay for trips / extra-curricular events / activities (including additional secondary transition support) as required for PPG eligible pupils.* | The EEF Evidence Brief (Pupil Premium Menu) states ‘Extracurricular activities are an important part of education in its own right.’ | 2 |

**Total budgeted cost: £** *25,000*

# 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 2020 to 2021 academic year.

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| ***All disadvantaged pupils will experience equality of opportunity (both academic and personal development).****Disadvantaged pupils make good progress from their starting points:**In KS2 SATs, all children’s performance showed good progress from their KS1 SATs. This included 4 examples of children meeting expectations at the end of KS2 where they had been judged as ‘working towards expected standard’ at the end of KS1. (No pupils ‘fell’ a level (ie – if they had been judged as meeting standards at the end of KS1, they were meeting standards at the end of KS2, etc)**The majority of PPG eligible pupils scored 100 or higher in KS2 SATs (meeting year group expectations).**The reading racetrack worked effectively to ensure opportunities for practise for the vast majority of pupils. Support was offered when it was identified that children weren’t reading regularly at home (eg – additional reading in school, reading interventions). All children were able to access times tables rockstars and spelling / maths shed from home to support their learning outside the classroom. Interventions were available for pupils identified as struggling in a particular area and PPG eligible pupils had priority over access to these interventions.**Disadvantaged pupils access extra-curricular activities / events:**Children were enabled to access extra-curricular activities funded by pupil premium:**- Piano lessons (for three children)**- Football after school club (for one child)**Beyond that, all pupils, including disadvantaged pupils accessed a variety of activities / events beyond our curriculum offer, including author visits, grounds work, Christmas baking and musical performances, and secondary transition support, to name a few!****Barriers to learning will be removed for disadvantaged pupils wherever possible.****The PP Champion worked with class teachers on an individual needs basis. For example, the PP champion liaised with CT and SENCo regarding one pupil to ensure SEN assessments had been undertaken to rule out underlying SEN need causing a barrier to progress. PP champion monitored attendance and liaised with CTs and headteacher in order to attempt to improve attendance of those pupils for whom it was low. Volunteer reader program re-introduced to supplement SEN provision. PPG eligible pupils have priority for this.****Pupils, including disadvantaged pupils, are well prepared for their secondary education by the end of Year 6.****Internal and external data as well as teacher feedback demonstrates pupils are ready to take their next educational step regardless of starting points:**The majority of PPG eligible pupils were assessed as meeting expectations at the end of KS2, suggesting academic preparedness for secondary education. Those who were graded as working towards expectations narrowly missed the requirements to be assessed at meeting expectations. School also provided significant additional resources where required to any pupil with PPG who required support around secondary transition.* *Liaison with secondary feeder schools (beyond secondary transition information sharing) such as informal visits and transition days helped to prepare all pupils, including disadvantaged pupils, for their next educational steps.**Our PSHCE scheme also supported all pupils, including disadvantaged pupils, to be prepared for the move from primary to secondary.* |

## 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*

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| Programme | Provider |
| Spelling Shed Maths Shed | Education Shed Ltd |
| Times Tables Rock Stars | Maths Circle Ltd |
| Phonics Shed | Education Shed Ltd |