

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

Detail	Data
School name	Flixton Primary School
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	2.25%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jason Redmond (Headteacher)
Pupil premium lead	Holly Freeman (Deputy Headteacher)
Governor / Trustee lead	David Rundle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,620
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	£20,620

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	<i>A high proportion (60%) of our pupil premium eligible children also have identified complex additional needs, either social and emotional or SEND.</i>
2	<i>Some of our PP eligible pupils have limited opportunity to access extra-curricular activities.</i>

3	<i>Internal data identifies that the majority PP eligible pupils (currently in school) attained below the 'class average' in assessments for English and Maths at the end of last academic year.</i>
4	<i>A significant number of PPG eligible pupils (currently in school) did not meet year group expectations (English and Maths) at the end of last academic year.</i>
5.	<i>A significant proportion (30%) of our PPG eligible pupils do not have English as their first language.</i>

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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase next year group's subscription to phonics scheme so it can be 'rolled out' into Year 2.</i>	EEF toolkit states that high quality consistent phonics teaching can make up to 5 months additional progress	1, 3, 4, 5
<p><i>Continue to work on children's application of the basic skills of writing. Ongoing use of adapted 'mini writing assessments' to enable teachers to focus teaching on cohort and individual weaknesses. Teacher CPD to look at identifying and prioritising areas of weakness.</i></p> <p><i>Adapt ERIC procedures to incorporate more challenging texts as well as a more 'vocabulary driven' teaching style with a wider range of explicitly taught reading skills. Teacher CPD to identify and embed best practice.</i></p>	<p>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.'</p> <p>The purposeful use of assessment is an important strand of developing high quality teaching, according to the EEF Evidence Brief (Pupil Premium Menu).</p> <p>Reading skills and vocabulary acquisition are linked and fundamental to academic attainment and future success in life. (Matt Bromley, SecEd, 2018)</p>	1, 3, 4, 5
<i>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.</i>	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: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>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).</i>	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

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

Total budgeted cost: £ 22,000

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 2023 to 2024 academic year.

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.)

*Analysis of 'in house' assessment data, suggests **better than expected progress** on average for PPG eligible children (small sample size – 6 pupils took PTM and PTE at the end of last academic year and had a previous year's score to compare.) The averages for English went from 95.8 to 101.2 and the averages for English went from 96.8 to 103.2 (standardised scores).*

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.

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)

The PP Champion worked with class teachers on an individual needs basis. For example, the PP champion liaised with office staff and the headteacher to work with two families to improve attendance. This had a positive impact on the children's regular attendance and, consequently, academic progress. The volunteer reader program continued 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.)

In KS2 SATs, all (small sample size -2) children's performance showed that they were 'meeting expectations' for the end of Y6, implying that they were academically ready to access their next steps of learning.

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

Programme	Provider
Spelling Shed Maths Shed	Education Shed Ltd
Times Tables Rock Stars	Maths Circle Ltd
Phonics Shed	Education Shed Ltd
SCARF	Coram Life Education
Complete Comprehension	Schofield and Sims