

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	Flamborough CE (VC) Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	24.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Debbie Organ
Pupil premium lead	Rachel Dinsdale
Governor / Trustee lead	Tammy Leppington - Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29590.00
Recovery premium funding allocation this academic year	£3190.00
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	£32780.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all disadvantaged pupils, regardless of background, receive the best possible start to school life. Through our vision, Growing with God and Striving for Excellence, we will provide them with high quality education, wider opportunities and support to become ambitious and successful members of the community. We acknowledge that disadvantage can bring challenges but it should not be a barrier to success.

Every strategy and intervention used is well considered and impact is assessed based on value to the child. Our strategy plan identifies key barriers and after thorough research we have allocated our funding to allow pupils to engage with our curriculum. It links with priorities on our School Development Plan and lifts the profile of disadvantage in order to help us accelerate progress. We are targeting consistent teaching of key skills by ensuring that our staff understand the differing needs and barriers that our pupils face and how to remove them; the acquisition of new language and vocabulary development; the teaching of basic skills and ensuring that attendance does not impact academic success.

Challenges

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

Challenge number	Detail of challenge
1	Awareness of strategies to address disadvantage
2	Limited exposure to and acquisition of vocabulary
3	Limitations in basic skills inhibits learning
4	Attendance/punctuality issues

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
All staff to become 'experts' in addressing the needs of disadvantaged children.	All members of staff will have completed CPD on identifying barriers to learning and strategies to overcome these for disadvantaged children.
All children to be exposed to a language rich environment that promotes the acquisition of vocabulary	All children to be in classrooms where language and the acquisition of vocabulary is given high priority through a wide range of challenging text and quality discussion.
Children to have secure basic skills to enable them to fully access all areas of the curriculum.	Gaps in basic skills will be identified and strategies put in place to address these. This will take place on entry and throughout the school. (Time spent at home due to lockdown will be taken into consideration.)
Attendance to be consistently above 96%	Identified children's attendance will improve and persistent absentees will attend school more regularly.

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: ££7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD provided for all staff	The EEF suggest that supporting high quality teaching is pivotal in improving children's outcomes.	1

<p>Class cover provided to allow teachers and support staff time to undertake CPD, review current practice and resource and carry out interventions.</p>	<p>The EEF states '...Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be rightly top priority for Pupil Premium spending.'</p> <p>The EEF suggests that structured interventions, small group tuition and one to one support can have positive impact when linked to effective first teaching.</p>

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

Budgeted cost: ££10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a planned language rich environment throughout the school.</p>	<p>Alex Quigley highlights in his book 'Closing the Vocabulary Gap,' that "The differences between everyday talk and the complexity of academic talk then are stark and our obligation to teach academic vocabulary is obvious."</p>	<p>2</p>
<p>Develop oral language strategies and resources to use in school. Effective strategies to embed are: well planned daily storytime and story discussion; model thought processes through think alouds; dialogic talk scripts to enhance classroom conversation; explicit questioning to</p>	<p>The EEF suggest that approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	

develop thinking and articulation; using high-level vocabulary within classroom talk	
Early identification of speech and language needs leads to timely intervention: SALT sessions, NELI Early Language intervention and social groups.	<p>The EEF suggest that oral intervention can have up to 6 months positive impact for disadvantaged pupils.</p> <p>East Riding Aspire state that studies show oral language interventions have a slightly larger affects for younger children and pupils from disadvantaged backgrounds.</p>

Budgeted cost: ££10,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of gaps in basic skills and regular monitoring.		3
Implement interventions to address individual need such as regular small group and one to one sessions.	<p>The EEF suggests that structured interventions, small group tuition and one to one support can have positive impact when linked to effective first teaching. Approximately three to four additional months progress.</p>	

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

Budgeted cost: ££5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and analyse attendance data,	Data taken from DfE Understanding Progress in the	4

<p>send letters and hold parent meetings following the EWO graduated response. Introduce incentives to encourage good attendance.</p>	<p>2020/21 Academic Year Report, October 2021 highlights that the gap between disadvantaged pupils and their more affluent peers has grown as a result of the pandemic.</p>	
<p>We use the SLA to buy in EWO support to look at persistent absence.</p>	<p>The link between overall absence and attainment is evident whether we look at increasing overall absence rates or increasing number of weeks missed. DfE report 'The link between absence and attainment at KS2 and KS4.'</p>	

Total budgeted cost: ££32,780

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.

Improved links between home and school, resolving issues quickly and addressing needs proactively.

Covid-19 restriction in place.

Remote learning was in place for lockdown and identified families had regular visits. Daily communication was in place via Classdojo and phonecalls. Phonecall parent consultation meetings were held.

Parent support worker was not used due to restrictions

Improved attendance figures and reduce number of persistent absentees.

PP children attended school during lockdown (46%). Attendance figures were scewed due to Covid.

Improved confidence and resilience leading to greater progress.

Small group intervention, 1:1 intervention, pre teaching, support during lessons and support based on provision mapping ensured that gaps in learning, due to covid and lockdown were not as wide. Closing the gaps remained a priority and interventions ensured that the pre requisits for learning were secure. Spending for the TA hours ensured that PP children had the support in school that they may not have had coming from a disadvantaged background during a lockdown/ remote learning situation

Improved understanding of the world, through a range of experiences.

Due to Covid and lockdown, many enhancements to the curriculum were provided during the summer term.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Allocation was spent on providing enhanced, additional activities beyond the curriculum
What was the impact of that spending on service pupil premium eligible pupils?	Positive impact on behaviour and self confidence.

Further information (optional)

Pastoral support and mental wellbeing support as needed.