

# Pupil premium strategy statement



## Flax Bourton Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	4% (7 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Steve Lung Headteacher
Pupil premium lead	Steve Lung
Governor / Trustee lead	Kirsten Cunningham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,720
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,720

# Part A: Pupil premium strategy plan

## Statement of intent

Improving the outcomes of our disadvantaged pupils is a key priority for both Flax Bourton Primary and the Trust that we work in (Lighthouse Schools Partnership). We work towards achieving the Trust Strategic Plan for Disadvantaged pupils and these objectives form a key part of our Raising Attainment + Progress Plan (RAPP).

The Trust's Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school, we have developed our RAP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils.

The Trust has a responsibility to support and challenge its schools in ensuring that pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed.

The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity. The report by the Education Endowment Fund (EEF) entitled '**The EEF Guide to the Pupil Premium**' as well as the EEF report entitled '**Attainment Gap**' both refer to the fact that the most effective learning opportunities for pupils, who are disadvantaged, are those that are based on **early identification, high quality teaching, employment of proven and research-based interventions** which accelerate progress early on and, importantly, learning that is tied in with 'memorable experiences'.

The Education Endowment Foundation has identified a tiered approach (good practice) to spending for pupils identified as disadvantaged:

### **HIGH QUALITY TEACHING FOR ALL**

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring 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 rightly be the top priority for pupil premium spending.

### **TARGETED ACADEMIC SUPPORT**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

## WIDER STRATEGIES

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Our aims for our disadvantaged pupils are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Allow pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our pupils, notably due to mobility, family circumstances and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data indicates that attendance among disadvantaged pupils is lower than 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 improve reading attainment among disadvantaged pupils.	Reading outcomes in 2024/25 at the end of each year group in KS2 show that the difference between disadvantaged and non-disadvantaged pupils has diminished.
To improve writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 at the end of each year group in KS2 show that the difference between disadvantaged and non-disadvantaged pupils has diminished.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice/pupil surveys</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished

## Activity in this academic year

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

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

Budgeted cost: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance our reading teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.	<a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1

<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p>		
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<p>Train new staff (teachers &amp; LSAs) in EYFS/KS1 in our teaching of phonics to set strong foundations for reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1 2

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

Budgeted cost: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit and deploy tutoring/mentoring for children at risk of not reaching age related expectations; a significant proportion of the pupils who receive tutoring will be disadvantaged.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> and in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1 2

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

Budgeted cost: £4,200

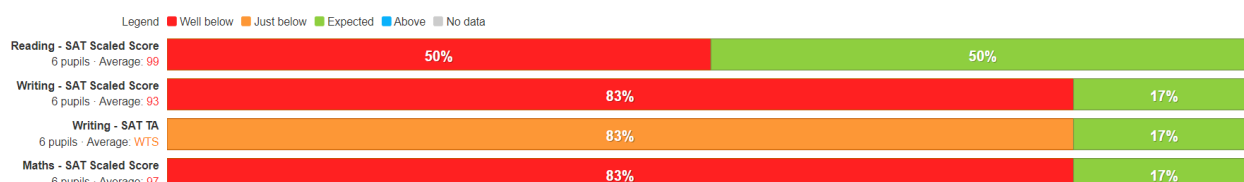
Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise access to extra-curricular clubs including holiday clubs and/or fund the running of clubs	Based on our experiences, we have seen the benefit for our disadvantaged pupils to be enriched through extra-curricular clubs including holiday clubs	3
Purchase Studybugs Attendance 1 year: £526.83 (£524)3 years: £1,264.39	Research that outlines how schools using Studybugs Attendance have seen their attendance increase by 0.5%.	4
Embed principles of good practice set out in the DfE's guidance on working together to improve school attendance.  This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

**Total budgeted cost: £14,720**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 summative and formative assessments.



The data demonstrated that at the end of KS2, too few disadvantaged children achieved age related expectations. The difference between outcomes for our disadvantaged and non-disadvantaged children was significant and needs to diminish further.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and wellbeing. Whilst our cohort of disadvantaged children is too small a sample to make reliable comparisons, we can bear in mind the national picture to help us gauge the performance of our disadvantaged pupils compared with disadvantaged and non-disadvantaged pupils at national and local level.

Nationally, the disadvantage gap index has reduced from 3.23 in 2022 to 3.21 in 2023. We know the gap between our disadvantage children and all other children must diminish further. This is also true in our attendance data where some of our disadvantaged children are identified as persistently absent. This informs the work we are setting out for this academic year on improving school attendance.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*