

# 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	188
Proportion (%) of pupil premium eligible pupils	Pupil Premium: 4.7% (9 children) Disadvantaged: 7.4% (14 children)
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
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	£15,307
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£15,307</b>

## 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 our Trust (Lighthouse Schools Partnership). We work within our Trust's **Priority Pupil Strategy**. We recognise that our children come to school from different contexts and that their readiness for the school day can be varied. Our duty is to ensure that school systems and support are in place to address the barriers that our pupils may face.

Our aim is to ensure that we are an inclusive, welcoming environment, giving everyone a reason to come to school every day. We want to improve outcomes for our **priority pupils** whilst maintaining our upward trajectory for all pupils as well. Improving outcomes changes lives and increases the opportunities that our young people have in the future. We know that the biggest impact on our pupils' lives will be in their readiness for the next stage of education. What happens in the classroom is the top priority but ensuring that they arrive there ready to succeed is crucial. The Education Endowment Foundation has identified a tiered approach to spending for pupils identified as disadvantaged. We will focus our work within these three areas:

**HIGH QUALITY TEACHING FOR ALL** - 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 on those who are not making expected progress in their learning.

**WIDER STRATEGIES** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

### 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 may experience greater difficulties with <b>reading and writing</b> than their peers.
2	Assessments, observations and discussions with pupils and families have identified <b>social and emotional concerns</b> for some of our pupils, notably due to mobility, family circumstances and access to enrichment opportunities.
3	<b>Attendance</b> 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
Increase the number of disadvantaged children who achieve <b>age related expectations and above</b> in reading and writing	The difference between disadvantaged and non-disadvantaged pupils will diminish in reading, writing and maths. *
Enhance the <b>personal development</b> of our disadvantaged children	Measures of wellbeing will increase demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice/pupil surveys</li> <li>progress in Boxall profile assessments for individual children</li> </ul>
Increase <b>attendance</b> of our disadvantaged children	The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be diminished.

*\*Where demographics of disadvantaged children are small and not comparable to non-disadvantaged children, success will be measured through the individual outcomes of children and their progress from their own starting points.*

### 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.

### HIGH QUALITY TEACHING FOR ALL

Budgeted cost: £9,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and CPD for 'Unlocking Letters and Sounds' DfE validated systematic synthetic	Phonics approaches have a strong evidence base that indicates a positive impact	1

phonics programme – to ensure that this is consistently implemented across the school.	on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> <a href="#">The Reading Framework</a>	
Delivering continuous professional development through a cycle of developmental drop ins (DDIs) and coaching to refine teacher’s practice and pedagogy	<a href="#">Effective Professional Development   EEF</a> <a href="#">The Writing Framework</a>	1
Coaching teachers through their planning of English (cover for teachers and release time for English lead)	<a href="#">EEF Effective professional development</a>	1
Delivering professional development to volunteers enhancing their knowledge of phonics/reading Purchasing resources for volunteers to use when hearing children read that specifically focuses on children’s comprehension	<a href="#">Effective Professional Development   EEF</a>	1

### TARGETED ACADEMIC SUPPORT

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Covering teachers providing opportunities for teachers to support children to reflect on and monitor their strengths and areas of development and plan how to overcome current difficulties (metacognition)	<a href="#">Metacognition and self-regulation   EEF</a> <a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>	1
Implementation of ‘Unlocking Letters and Sounds’ systematic synthetic phonics interventions	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> <a href="#">The Reading Framework</a>	1

### WIDER STRATEGIES

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising access to breakfast club to improve punctuality	<a href="#">EEF breakfast club</a>	3
Subsidising accessing to extra-curricular clubs and trips including camp	<a href="#">EEF physical activity</a>	2
Subsidising access to music tuition		2
Delivering/outourcing CPD on attachment and ACES for staff	<a href="#">EEF Effective professional development</a> Nurture UK Principle: Children’s learning is understood developmentally	2

Widening access and provision to the school's CHARACTER CURRICULUM e.g. resources for pupil leadership programmes or school linking programme	<a href="#">Closing the attainment gap</a> Essential life skills (or 'character') are important in determining life chances	2
Training for our Primary Mental Health Lead	<a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a>	2
Widening our transition programme that enriches our children's journey from one year to the next	<a href="#">Closing the attainment gap</a> Nurture UK Principle: The importance of transitions in children's lives	2
Accessing and completing Boxall Profiles – diagnostic assessment for SEMH – teacher release time	<a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a> Nurture UK Principle: Children's learning is understood developmentally	2
Purchasing and implementing Studybugs Attendance (personalised alerts to teachers and leaders when attendance of priority children declines)	Research that outlines how schools using Studybugs Attendance have seen their attendance increase by 0.5%.	3
Use of North Somerset EBSA pre-pathway and pathway toolkits	<a href="#">Supporting attendance   EEF</a>	3

**Total budgeted cost: £15,307**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year 2024/25, drawing on national assessment data and our own internal summative and formative assessments.</p> <p><b>2024-25 Year 1 to Year 6 Outcomes</b></p> <p><b>Pupil Premium (10 chn)</b></p> <p><b>PSC</b></p> <p>0 children from a group of 1 passed the PSC</p> <p><b>MTC</b></p> <p>1 child achieved 24/25 marks in the MTC. 1 child achieved below this.</p> <p><b>Reading</b></p> <p>5 children achieved expected and above with 0 children achieving greater depth</p> <p><b>Writing</b></p> <p>4 children achieved expected and above with 0 children achieving greater depth</p> <p><b>Maths</b></p>
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6 children achieved expected and above with 0 children achieving greater depth

**Disadvantaged (16 children)**

**PSC**

1/3 children in Year 1 passed the PSC

**MTC**

1 child achieved full marks and another child achieved 24/25 marks in the MTC. 1 child achieved below this.

**Reading**

9 expected and above with 2 children achieving greater depth

**Writing**

5 children achieved expected and above with 0 children achieving greater depth

**Maths**

7 children achieved expected and above with 0 children achieving greater depth

**Attendance of FSM6**

The cohort of 10 children had an attendance of 91.7% whilst the national average was 94.8%. The 10 FSM6 children had persistent absence of 20% compared to a national average of 24%.

Where required, the school funded access to breakfast club. For these children, attendance and punctuality significantly improved.

**Wellbeing and personal development**

Where required, boxall profile learning plans and pastoral support plans were created and implemented to support and improve the wellbeing and behaviour of individual children. The impact of these strategies has been measured through Boxall profile data with an increase in developmental and diagnostic strengths as well as anecdotal data and feedback on focus and engagement in the classroom.