

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.

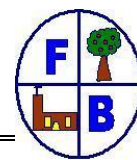
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Flax Bourton Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	5.7% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Bennett Headteacher
Pupil premium lead	Jane Bennett
Governor / Trustee lead	Kirsten Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,050
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP - School Led Tutoring	£1,620
Academic Mentor Programme – 95% funding for costs for salary of 0.6 FTE Mentor for 7 months (Feb '21-Aug '22)	£5,442
Total budget for this academic year	£26,112



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).

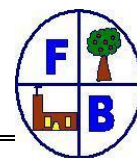
The Trust's Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school, we have developed our RAP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils.

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 recent report by the Education Endowment Fund (EEF) entitled 'EEF Guide to the Pupil Premium 2019', as well as the EEF report entitled 'The Attainment Gap 2017 The Attainment Gap'; and the previous joint report between the EEF and the Sutton Trust entitled 'Pupil Premium: The Next Steps (2015)' all 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.

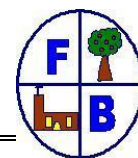
Our aims for our disadvantaged pupils are to:

- 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.

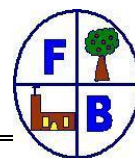
Challenge number	Detail of challenge
1	gaps in phonics, reading, writing and maths
2	poor social, emotional and mental health
3	lack of access to wider opportunities
4	lack of pastoral support or low standard of wellbeing (eg: no uniform or books)



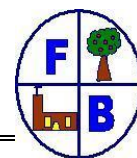
Intended outcomes

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 (broader and measurable)	Success criteria
To close gaps in phonics, reading, writing and maths	<ul style="list-style-type: none"> • attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers • equal access to all areas of the curriculum due to improved numeracy and literacy skills • evidenced in the end of year teacher assessment and/or standardised scores from NFER results. • Gaps (left by covid home/online learning) are reduced through teacher-led targeted 1:1 interventions in mathematics
For our disadvantaged pupils to pass the phonics screening check in Year 1	<ul style="list-style-type: none"> • attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers • for our disadvantaged pupils to have a love of reading and be able to talk about the books they have read.
For our disadvantaged pupils to have good social, emotional and mental health	<ul style="list-style-type: none"> • All staff training in 2x staff meetings on supporting pupils with anxiety – Andy Baker, LSP Vulnerable Pupil Lead Teacher. • Mental Health Leader to attend CPD and share key learning points with class-based staff. • Teaching will prioritise PHSE learning with a n opportunity for a focus on social and emotional challenges. • Targeted children will have additional time to talk about their social, emotional and mental health in small groups or individually with a trusted adult. • Laurel, our Sensory room, is used regularly and by a range of pupils to meet their needs for a quiet/sensory regulatory space. • All mental health CPOMs reports are monitored and followed up by the class teacher and the mental health lead



<p>For our disadvantaged pupils to have the equal access to wider opportunities</p>	<ul style="list-style-type: none">• All disadvantaged pupils will be able to go on residential visits and class trips• For disadvantaged pupils to be offered the chance to learn a musical instrument or attend a breakfast or after-school club.
<p>For disadvantaged pupils to have the resources they need to ensure a high standard of wellbeing</p>	<ul style="list-style-type: none">• We will work with the FBSA second-hand uniform sale to ensure pupils have free uniform• We will work closely with families to ensure we support them so that pupil wellbeing concerns are addressed



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)

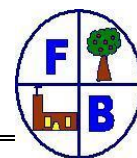
Budgeted cost: **£1,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school phonics training including SSP lowest 20% intervention training for teaching and learning support staff £400	DfE Reading Framework 2021	1
High Quality Teaching for SEND training for all staff Having the knowledge and skills to meet the needs of a wide range of learners in the classroom will benefit all pupils. (LSP Vulnerable Learners Lead Teacher CPD – Dyslexia staff mtg CPD x 2) £400	EEF – High Quality Teaching for All	1
All class-based staff to attend CPD on 'Supporting Anxious Pupils' (LSP Vulnerable Learners Lead Teacher CPD) £500	EEF Improving social and emotional learning in Primary Schools	2 and 4

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

Budgeted cost: **£23,412**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upper KS2 early morning focused groups in Literacy and Numeracy to address	'There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.'	1 and 5



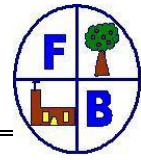
misconception and to pre-teach concepts £900	EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	
Teaching Assistant support for targeted interventions given prioritised weighting for disadvantaged pupils £13,977	'There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.' EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	1 and 5
1:1 Maths teacher to lead focused sessions with targeted pupils £ 1,620	The Education Endowment Foundation - Targeted academic support	1 and 5
Recruit an academic mentor for 3 days a week using the NTP allocation and pay 5% of their salary £6,915 (grant received - £5,442)	Provide intensive support that is explicitly targeted to the needs of our setting. The advantage of this support option is that our Academic Mentor will be employed by Flax Bourton for 3 days a week throughout the academic year, to work exclusively with pupils in our school.	1, 2, 4 and 5

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

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for the costs of all trips, workshops and residential visits for our disadvantaged pupils £1,200	Evidence from EEF- Arts participation Aspiration interventions	3
Invite all disadvantaged pupils to take part in one club each year	Evidence from EEF- Arts participation Aspiration interventions	3

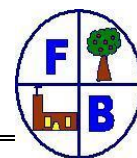
Flax Bourton Church of England Primary School
"Aiming High, Respecting Others, Having Fun"



LIGHTHOUSE
SCHOOLS PARTNERSHIP

£300		
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Total budgeted cost: £26,112



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.

The school was closed to most children from January 4th to March 8th. Funding was used to provide learning support staff to deliver the Vulnerable Learner and Key Worker provision on the school site with low staffing ratios.

The remote learning offer by the school, together with in-school provision for vulnerable/key-worker pupils, enabled quality-first teaching, support groups and 1:1 interventions to continue. Disadvantaged pupils who were struggling to access the learning provision received phone calls and 1:1 Teams meetings with teachers and/or LSAs.

Where children did not have access to the technology, we were able to provide laptops and ipads.

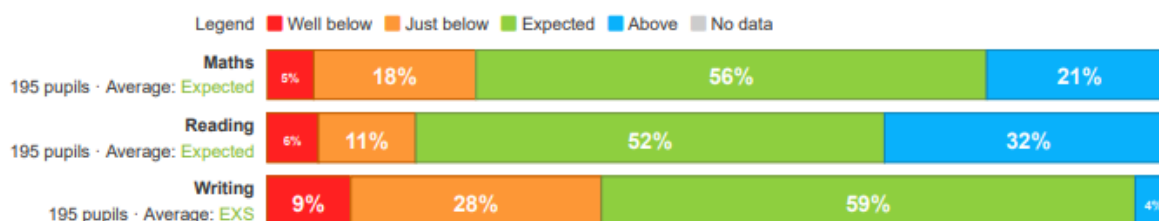
Overall, engagement by disadvantaged pupils was good.

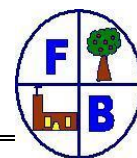
Targeted interventions and strategies were implemented by LSAs, using the catch-up funding.

Summer 2021- attainment for all pupils v disadvantaged pupils:

All pupils:

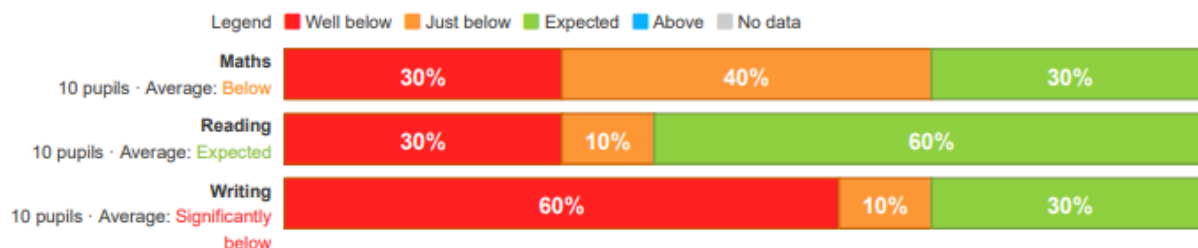
Attainment Overview for Pupils (from 2020-2021) in Years R-6 - 2020-2021 Summer 2 - Main Assessment





Disadvantaged Pupils:

Attainment Overview for Pupils in Years R-6, who are disadvantaged - 2020-2021 Summer 2 - Main Assessment



High Quality Teaching for SEND training for all staff: Having the knowledge and skills to meet the needs of a wide range of learners in the classroom will benefit all pupils, including disadvantaged pupils. (LSP Vulnerable Learners Lead Teacher CPD – Dyslexia staff mtg CPD x 2)

Targeted learning support to address gaps will be a priority for disadvantaged pupils in 2022-2023.

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
Jigsaw – PSHE from EYFS- Year 6	Jigsaw
Sing Up	Singup.org
Bug Club Online	Pearson
Charanga Music scheme	Charanga
Real PE	Realpe