

Fylingdales C of E Primary School

Pupil Premium Strategy Statement



Our Vision is taken from Matthew 5:16, "In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Therefore, this is reflected in this statement through careful consideration of how the funds are spent, therefore enabling all to flourish, especially our disadvantaged pupils.

This statement details our school's use of pupil premium funding. 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	Fylingdales C of E Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Current: 2022-2023
Date this statement was published	22 nd November 22
Date on which it will be reviewed	22 nd November 22
Statement authorised by	Mrs Helen Thompson
Pupil premium lead	Miss Alison Dykes
Governor / Trustee lead	Mrs Alicia Hogarth

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,360
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,360

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Fylingdales School is underpinned by its nurturing, Christian ethos. It is a small rural primary school set in the heart of the North Yorkshire Moors. Our school serves a community of families, many of which are self-employed or employed in the hospitality sector. Many of our families have been financially affected by the cost of living crisis which is not reflected in the numbers receiving pupil premium funding.

The challenges are varied and there is no “one size fits all”. We consider fully the needs of our Fylingdales pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged

- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Allocating a 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning and running nurture groups
- Ensuring that all teaching assistants are used effectively to support pupil premium children
- 1-1 support
- Additional teaching and learning opportunities provided for children
- Aiming at accelerating progress, moving children to at least age-related expectations
- Targeting able children on Free School Meals to achieve Age Related Expectations
- Supporting payment for activities, educational visits and experiences
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour support
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of pupil mobility, where children have joined our setting from other schools
2	Pupils have limited access to high quality reading materials which is impacting on progress in reading
3	Access to a broad range of enriching experiences
4	Children's attendance data including lateness and incidence of persistent pupil absence
5	Children with SEMH needs and multiple vulnerabilities that require personalised learning. This continues following the covid- 19 pandemic.

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
Pupil premium children will achieve as well, or close the attainment gap towards achieving as well, as other pupils nationally.	Attainment of disadvantaged pupils in RWM at the end of EYFS, KS1 and KS2 matches the National Average Attainment of disadvantaged pupils in the phonics screening check matches the National Average
Pupil premium children will develop a love of reading and close the attainment gap on their peers.	Children in EYFS, KS1 and KS2 will be able to discuss a range of texts. They will be familiar with a range of stories and this will impact positively on their reading, vocabulary and writing.
Through the taught curriculum and extra-curricular activities children's horizons will be broadened. Children will be nurtured to become ambitious and aspirational.	Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the 'taught' curriculum. The percentage of those pupils in receipt of pupil premium attending extra-curricular clubs and taking part in wider area events

	matches that of those who are not disadvantaged.
An ethos that models high expectations for achievement for all irrespective of background or previous attainment ensures that children from disadvantaged backgrounds are motivated to achieve their potential.	Disadvantaged pupils are expected to achieve as highly or make at least similar progress to other pupils.
Disadvantaged pupils are expected to have the same attendance rates as their peer group.	Disadvantaged pupils attend school at least 95% of sessions Children with low attendance are challenged to ensure their attendance demonstrates an improving picture School works closely with families and provides families with support strategies for improving their child's attendance. Children are tracked and attendance is followed up on.

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

Budgeted cost: £8740

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	High quality teaching support within classes from Teachers and Teaching Assistants. Lessons to be delivered with a focus subject specific vocabulary, recalling and building on prior knowledge and opportunities to apply new knowledge and skills. Pre-Teach and Over Learning in small groups to ensure all pupils are prepared for learning or have opportunities to consolidate learning as near to the lesson as possible. High quality feedback – verbal, live, written marking – to be available to pupils to allow for consolidation of learning, over learning and improvement. Regular	1, 2, 3, 4, 5

	opportunities to be provided for response to feedback. A strong evidence base shows that the combination of the above can have a positive and powerful impact on the learning outcomes of all pupils, especially the disadvantaged. Teacher Feedback to Improve Pupil Learning: EEF Making the Best Use of Teaching Assistants: EEF Meta Cognition and Self-Regulated Learning: EEF Oral Language Interventions: EEF High Quality Teaching: EEF	
CPD for reading, writing and maths subject leads to 'narrow the gap'	Research indicates that Quality First Teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High Quality Teaching: EEF	1, 5
Coaching and mentoring for all curriculum areas, including individual targeted support for specific key stages to improve overall teaching and learning	To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Time should be given to build knowledge, develop teaching techniques and embed practice. Effective Professional Development: EEF	1, 4, 5
Embedding implementation of validated Systematic Synthetic Phonics Programme to ensure high quality phonics teaching for all EYFS and KS1 children and identified children in KS2.	Continuation of Little Wandle validated SPP. Monitoring, coaching and team teaching by Subject Lead in response to ongoing monitoring. Funding teacher release time for observations and team teaching. Additional resources purchased to ensure match to SSP. Little Wandle Letters and Sounds Revised	1, 2
Additional Adult Support in Classes	Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective	1, 2, 3, 4, 5

	teams of teachers and TAs, who understand their complementary roles in the classroom. Making Use of Teaching Assistants: EEF	
Purchase, embedding and monitoring and evaluating of new SCARF PSHCE Scheme for EYFS-Year 6.	High quality teaching support within classes from Teachers and Teaching Assistants. Lessons to be delivered with a focus subject specific vocabulary, recalling and building on prior knowledge and opportunities to apply new knowledge and skills. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF) The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and Emotional Learning: EEF High Quality Teaching: EEF	1, 5

Targeted Academic Support

Budgeted cost: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics Keep Up sessions for identified children in EYFS, KS1 and KS2. Children identified in response to assessments.	Keep Up sessions provided within Little Wandle SSP. Interventions in small groups with opportunities for repeated practice are proven to have a positive impact on pupil performance especially for disadvantaged children. Subject Lead to train identified staff to effectively lead sessions. Staff release time for observations, training and team teaching. Little Wandle Letters and Sounds Revised Phonics Specific Interventions: EEF	1, 2, 5
Specific Comprehension Targeted Support	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	1, 2, 5

	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading Comprehension Strategies: EEF	
Homework Club/SATS Boosters	Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Extending School Time: EEF	1, 2, 3, 5
Daily interventions – core subjects	Daily interventions (TA led) to allow for Pre Teach, Same Day Interventions in response to learning within lessons, ongoing booster Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions: EEF	1, 5
Weekly Tutoring using the NTP	Covid-related disruptions have had a considerable impact on outcomes for our pupil premium pupils compared to non-pupil premium pupils. One to one/small group tuition is High impact for moderate costs according to the EEF Teaching and Learning toolkit. Small Group Tuition: EEF	1, 5

Wider Strategies

Budgeted cost: £10,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bookmark Reading Charity	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	1, 2

	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading Comprehension Strategies: EEF	
SLT and pastoral staff to monitor attendance closely and offer incentives for good attendance, sends reminder letters and support families where there are issues. The team to also provide breakfast for pupil premium children on a needs basis. SLT and pastoral team builds good relationships with families of poor attenders to promote the importance of school.	EEF Pupil Premium Strategy 2019 'Targeted support for struggling pupils should also be a key component of an effective Pupil premium strategy; as well as strategies that relate to non-academic factors.' Engaging families and building positive relationships with them will help overcome barriers to attendance, such as emotional support and collecting children in times of emergency. DfE improving attendance document: There's a clear link between poor attendance and low academic achievement. Advice from the National Strategies: Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years Improving School Attendance: DfE	4, 5
Provide resources for identified individuals to enable them to access curricular and extracurricular activities. Arts, school trips, events and residential trips well as mental health and wellbeing work	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to final barriers for pupils from deprived backgrounds. Studies have shown that children who have opportunities to learn outside of their normal classroom environment make better progress than those who do not. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts Participation: EEF	3
The SLT Team will attend meetings and provide input and support for families where there is other agency involvement. They will lead on Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.	School Involvement will provide a joined up approach so agencies can work together to plan and provide bespoke support for families in need. Social and Emotional Learning: EEF	4, 5

The SLT will work with small groups and 1-1 check to provide emotional support.	Emotional support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who can support them in a safe and secure environment. Social and Emotional Learning: EEF	4, 5
Library Resources	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Improving the teaching and learning of Literacy: EEF	1, 2, 5
Wider variety of enrichment opportunities across a broad range of curriculum subjects.	Continuation of provision of sports and music opportunities working in partnership with external providers and specialist teachers. Funded places for disadvantaged children. Future opportunities to include more curriculum subjects – science, art, DT. Arts Participation: EEF	3, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, e.g. wrap around care, transport, uniform etc.	All

Total Budgeted Cost: £22,360

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 2021 to 2022 academic year.

Pupil Premium Funding was used last year in a number of ways to support our most disadvantaged pupils.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish key stage 2 school performance data for 2023.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. Pupils and staff continued to be significantly impacted by COVID during the winter and spring terms, with absence affecting the educational recovery process.

- Due to low pupil premium numbers in year 6, data is not comparable.
- Personalised learning plans have been put in place for children to transition to secondary school, with additional time arranged where needed
- Some pupils have demonstrated improved attendance but the impact of this still needs further development
- Some pupils have demonstrated a positive impact on their mental health and wellbeing as relationships are built with external agencies and family support is put in place and sustained
- There has been a huge amount of improved engagement in home learning, including support for pupils with homework, reading and basic skills practice such as spelling and times tables.
- Following covid-19 pandemic, children are more engaged in our curriculum and are accessing a broader range of activities, trips and clubs

Due to the disruption to school life and the adaptations that needed to be made, we are not at present fully on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

