

# Flitcham Primary Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Flitcham Primary Academy
Number of pupils in school	3
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) <b>This covers one year initially as our numbers change quite often.</b>	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	J Gardener Executive Headteacher
Pupil premium lead	J Gardener Executive Headteacher
Governor / Trustee lead	Hayley Turner/Linda Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6565
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8005 – some additional funding is incoming from EAL support fund.

# Part A: Pupil premium strategy plan

## Statement of intent

Sandringham and West Newton Primary Academy is a small rural village primary school with a lower than average number of pupils in receipt of pupil premium.

We create a warm, inclusive and stimulating environment for all children, aiming to ensure that children enjoy school and develop the love of learning. Through partnership with parents and the community we will help all children reach their full potential.

We do this through:

- Developing a sympathetic understanding of the Christian faith and a respect for the other major world religions
- Aiming for the highest possible standards of work and behaviour
- Promoting positive relationships with parents, the Church and the wider community to enable us to provide the best possible learning experiences for our children
- Sustaining a broad and balanced curriculum which meets the needs of our children and promotes their spiritual, moral, cultural, mental and physical development
- Providing a welcoming, stimulating, safe and comfortable environment in which all children have equal opportunity for success and are fully supported so they can reach their full potential
- Encouraging our children to develop personal independence, so fostering an attitude of love and respect towards others and towards God's world

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve highly (to the best of their ability) ensuring that they reach their full potential.

In order to prioritise our spending, we have adopted a tiered approach, as outlined by the EEF (Education Endowment Fund). We recognise the importance of regularly reviewing the impact of our strategy and making adjustments where needs arise.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## Challenges

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

Challenge number	Detail of challenge
1	SEND
2	Motivating all children to achieve highly across the curriculum
3	Poor oracy skills
4	Attendance
5	Access to wider curriculum opportunities

## 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
Disadvantaged pupils will acquire, retain and apply early phonics and reading skills at the same pace as their peers.	<p>Teachers will use early identification strategies to intervene at the first point that need is identified.</p> <p>Children actively engage in phonics and reading lessons and make good progress when assessed. All PP children will pass the phonics check in Year 1.</p> <p>The school will encourage children to develop a love of reading through sending children a 'book in a box' half termly.</p>
Disadvantaged pupils will make expected (or better) progress and attainment (where appropriate) in Reading, Writing and Maths	<p>Teachers use robust diagnostic assessment tools including PiXL to identify and address 'gaps' with specific skills, knowledge and understanding in Reading, Writing and Maths.</p> <p>Children will actively participate in the assessment process and be able to talk about their learning.</p> <p>Children will have an understanding of their targets and what they need to do in order to improve.</p> <p>Teaching assistants will enable children to become more resilient and independent learners.</p>

	Where gaps are identified, interventions will be delivered in an impactful and timely manner.
Provision for disadvantaged pupils with SEND is monitored closely through the 'plan, do review' cycle, to ensure good progress.	<p>School wide engagement in a Trust-led project will enable early identification, consistency of approach and appropriate SMART targets using the 7C's learning portfolio.</p> <p>The school will access external SEND services as required.</p> <p>The school will provide necessary resources to facilitate good progress.</p> <p>Monitoring of SEND will be rigorous and robust and interventions are closely tracked and monitored for impact.</p>
All children can access the wider curriculum	<p>All children where the school is in receipt of pupil premium, will be offered the opportunity to attend peripatetic music lessons.</p> <p>All children have access to Forest Schools.</p> <p>School trips will be funded.</p>
Disadvantaged pupils will have attendance of 95% plus	<p>Children report that they enjoy coming to school.</p> <p>Children will be motivated and ready to learn.</p> <p>Parents will say that their children enjoy coming to school.</p> <p>Robust and rigorous attendance interventions will lead to positive outcomes for the children.</p>

## 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: £2817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to 'Little Wandle Letters and Sounds', including their extensive package of CPD and vast resource base for staff to ensure consistently high quality teaching of phonics throughout the school.</p> <p>This figure includes the resources we have purchased to be able to deliver the package.</p> <p>£700 (annual subscription)</p>	<p>EEF research tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</p>	<p>1, 2 and 5</p>
<p>Subscription to PIXL Primary which offers diagnostic assessment tools, improves our ability to track the progress and attainment of pupil premium pupils and provides specific strategies and resources to address gaps and individual needs.</p> <p>This package also provides high quality CPD and resources for teachers and leaders which will support our main aim of delivering quality first teaching.</p> <p>Here is an overview of the offer:  <a href="https://www.pixl.org.uk/site/data/files/membership/599AA17C7AD4ACC024F26351D0B107F5.pdf">https://www.pixl.org.uk/site/data/files/membership/599AA17C7AD4ACC024F26351D0B107F5.pdf</a></p> <p>£1217</p>	<p>These links will direct you to the EEF findings about the impact of small focus group tuition and reading comprehension strategies, both of which are supported via subscription to PIXL Primary:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 and 2</p>
<p>Some children will be sent 'Book in a Box' to support them to develop a love of reading</p> <p>£900</p>		

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

Budgeted cost: £3748

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention groups for Reading, Spelling and Maths delivered to those pupils who have been identified as having 'gaps' in specific areas through PiXL assessments and Teacher judgement</p> <p>£2248</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1 and 2
<p>Support for EAL pupil For 1:1 and provision of resources and laptop</p> <p>£1500</p>	<p>The EEF say; "The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language."</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1 and 3

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

Budgeted cost: £ 1440

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Continuing to embed the PATHs programme both at school and within the wider school community.</p> <p>£80</p>	<p>The EEF says; “Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2 and 3</p>
<p>Forest School continues to be an instrumental part of the school week. Children are highly motivated by the sessions and we believe that they are hugely beneficial for developing the children’s independence, resilience and self-efficacy as well as supporting their wellbeing.</p> <p>£1000 contribution</p>	<p>The EEF says; “The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>2 and 5</p>
<p>School pays for school trips for children in receipt of pupil premium School can also pay for musical instrument tuition as children become old enough to learn.</p> <p>Trips £360</p>	<p>The EEF says; “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 extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2 and 5</p>

## 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.

These pupil have just joined the school and were not on role in the previous academic year.

### 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
Sumdog	As named
Tackling Tables	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PATHs/Music lessons
What was the impact of that spending on service pupil premium eligible pupils?	Access to PATHs supports pupils eligible for service pupil premium with thinking strategies that support them with their mental health and wellbeing



## Further information (optional)

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