

Pupil Premium Strategy Review of 2021/2022 – Fladbury First School



Pupil premium funding is allocated for each financial year, but the information we publish online should refer to the academic year, as this is how parents understand the school system.

As we won't know allocations for the end of the academic year (April to July), we should report on the funding up to the end of the financial year and update it when you have all the figures.

Fladbury First School's Leadership and Management team have reviewed our strategy for tackling underperformance of Pupil Premium children. Our aim is for all of our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this. Funding for this comes in financial years.

Summary:

Academic Year	2021/2022
Total Number of Pupils	77
Total Number of Pupils Eligible for Pupil Premium to include Ever 6 and Service children	8
Total Pupil Premium Budget £	£14,795
Date of Pupil Premium Strategy	July 2022

Attainment 2021/2022:

EYFS (1 child):

	School
% All Pupils Achieving GLD	70%
% Pupil Premium Pupils Achieving GLD	0%

KS1 (4 children in Year 2, 1 child in Year 1):

	School	National
% All Pupils reaching age related expectations or above in reading	59% Y2 72% Y1	67% Y2
% Pupil Premium Pupils reaching age related expectations or above in reading	100% Y2 0% Y1	51% Y2
% All Pupils reaching age related expectations or above in writing	54% Y2 64% Y1	58% Y2
% Pupil Premium Pupils reaching age related expectations or above in writing	100% Y2 0% Y1	41% Y2
% All Pupils reaching age related expectations or above in maths	50% Y2 64% Y1	68% Y2
% Pupil Premium Pupils reaching age related expectations or above in maths	100% Y2 0% Y1	52%

KS2 (2 children in Y3):

	School
% All Pupils reaching age related expectations or above in reading	54% Y3
% Pupil Premium Pupils reaching age related expectations or above in reading	50% Y3
% All Pupils reaching age related expectations or above in writing	54% Y3
% Pupil Premium Pupils reaching age related expectations or above in writing	50% Y3
% All Pupils reaching age related expectations or above in maths	62% Y3
% Pupil Premium Pupils reaching age related expectations or above in maths	50% Y3

Pupil Premium Funding has been used to provide high quality support and intervention for targeted pupils to enhance their learning and achievement. Additional support continues to be provided for specific areas of the curriculum. Our Teaching Assistants work alongside all Classroom Teachers to ensure maximum impact and this is monitored rigorously to ensure pupils are on track and making good progress. Additional support is provided through a team of volunteers who regularly come into class to hear reading and who can increase confidence in this group through regular contact and dialogue.

To date the funding has supported the children in the following ways:

- Uniform allowance
- Fruit subsidy
- Milk for the over 5s
- Payment of Free School Meals
- Payment for extra-curricular clubs
- Payment towards school trips
- Payment towards swimming

All remaining monies was spent on Education Support Staff to purchase yearly licences and then deliver:

- Rapid maths
- Rapid reading
- Read Write Inc Phonics and high frequency words
- Sentence and text level skills, narrative group
- Reading; both technical accuracy and comprehension
- Time to talk, Confidence, emotional development, self-esteem and Social skills
- Independent work strategies
- Handwriting Marvellous Me Programme used in EYFS
- Fine and gross motor skills, Smart Moves and Jimbo Fun
- Nurture groups
- Speech and Language skills
- Listening and processing skills

It is important to note we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.

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This academic year (22/23) we have the following numbers of PP children in school:

Year Group	Total
R	0
1	1
2	1
3	4
4	2
Total	8

We have identified our Pupil Premium children as having the following barriers to future attainment:

- Complex family circumstances having an impact on pupil welfare – E.g. GRT both settled and travelling, separated families, siblings with complex needs;
- Attendance issues;
- Parental engagement with school – especially regarding access to supporting learning at home;
- Behaviour – pupils with specific social and emotional needs which affect their learning;
- Self-esteem and independence.

These are the most common but should any other barriers be present then individual needs will be catered for.

Desired outcomes (for pupils eligible for PP, including high ability):

- A. The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers;
- B. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn;
- C. Increased Progress and Attainment for Pupil Premium children across the school

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and

the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

Quality Teaching for All:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>Increased Progress and Attainment for Pupil Premium children across the school.</p> <p>The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p>Collaborative Learning - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p> <p>Feedback – information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.</p> <p>Meta-cognition and self-regulation - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-</p>	<p>Pupils learn together recognising one another’s skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p> <p>It will produce improvement in students’ learning. Feedback leads to pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These ‘learning to learn’ approaches help learners think about their own</p>	<p>Headteacher SENDCO Class teachers</p>

	<p>regulation means managing one's own motivation towards learning.</p> <p>Mastery Learning – Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p>Peer Tutoring - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>Read Write Inc Phonics - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p>	<p>learning more explicitly. They will be ready for Middle School challenges.</p> <p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p> <p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and improved progression Reading which will</p>	
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	<p>Reading Comprehension Strategies - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	prepare pupils to achieve across the whole curriculum.	
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Targeted Support:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>Increased Progress and Attainment for Pupil Premium children across the school.</p> <p>The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p>Behaviour Intervention - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning. 2. Universal programmes which seek to improve behaviour and generally take place in the classroom. 3. More specialised programmes which are 	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the curriculum and raise attainment and self esteem.</p> <p>The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at Middle School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant</p>	<p>Headteacher SENDCO</p>

	<p>targeted at students with specific behavioural issues.</p> <p>Small Group or 1:1 Tuition – Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p>	<p>for the Most Able Pupil Premium children.</p> <p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p>	
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Other Approaches:

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p>	<p>Uniform Grant to eliminate stigma of low income family – £30 yearly uniform grant</p> <p>Fruit/Milk/Trip Subsidy</p> <p>Parental Involvement - Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer.</p>	<p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.</p>	<p>Headteacher Office Manager SENDCO</p>

	Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.		
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