

Flanderwell Primary School

Pupil premium strategy statement.

1. Summary information					
School	Flanderwell Primary School				
Academic Year	2017/18	Total PP budget	116,140	Date of most recent PP Review	n/a
Total number of pupils	307 (R-Y6)	Number of pupils eligible for PP	69	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Number Pupils eligible for PP (your school) in Y6 2017</i>	<i>Number PP pupils achieving national expected standard at the end of KS2 2017</i>
% achieving ARE or above in reading, writing and maths KS2 2017	13	75%
% achieving ARE in writing KS2 2017	13	75%
% achieving ARE in reading KS2 2017	13	75%
% Achieving ARE in maths 2017	13	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

2017 KS1 and KS2 outcomes:

KS2: 3 PP pupils (25%) failed to achieve ARE in reading, writing and maths: combined RWM in 2017 for PP was 75% (all low ability high need SEN; all with EHCP). 100% non-SEN PP pupils in KS2 2017 achieved combined RWM. The school needs to ensure that in 2018 at KS2:

- SEN PP make good progress by the end of KS2
- The % more able PP pupils across school is raised in RWM

Y2 outcomes for PP were positive in 2017 in reading (82%) and maths at 82% ARE, but in writing were lower at 55% ARE. The school needs to focus on ensuring that outcomes in writing for PP pupils in KS1 are at least above national for all pupils, and also needs to target the current Y3 cohort of PP pupils with writing interventions to narrow the gap in this area with their peers.

In-school PP outcomes: Y1 – Y5 2016/17

67 pupils Y1 – Y5 2016/17; 26 boys; 41 girls	Reading			Writing			Maths			SPAG		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Below ARE	12%	29%	21%	34%	50%	26%	24%	29%	21%	39%	54%	30%
At or above ARE	78%	71%	79%	66%	50%	74%	76%	71%	79%	61%	46%	70%
GDS	26%	24%	23%	12%	4%	16%	16%	13%	19%	9%	4%	2%

KEY BARRIERS:

- Outcomes in writing and spag are lower than other areas for PP pupils (in-school data)
- PP boys perform below PP girls in all areas at expected, although the numbers of PP boys are much lower than the number of PP girls (26 PP boys/ 41 PP girls Y1 – Y5 2016/17). The gender gap is particularly notable in writing and spag.
- There are less more able PP pupils in writing, maths and spag than in reading.

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of parental support (homework/ attendance at meetings about pupil's achievements); in-frequent opportunities to read at home
B.	Attainment in writing and spag is lower than for other pupils in most cohorts, particularly PP boys
C.	Progress of PP SEN 2017 KS2
D.	Lack of confidence and resilience in the classroom due to vulnerability and trauma triggers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	52% FSM pupils in 2016 had attendance rates over 90%, well below national all pupils in 2016 (96%). Following systematic action planning to improve this, in 2017 % FSM attendance was raised to 93.75%. This % is still below national, although the gap has been significantly narrowed. The school will continue to monitor the attendance of FSM pupils closely in order to further narrow this gap. Emotional and wellbeing barriers also impact upon some of our most vulnerable pupils, as this can impact upon their ability to maintain concentration and access first quality teaching.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for PP children across all KS2 year groups, particularly vulnerable Y6 and Y4 2017/18 cohorts.	Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school and in particular in y4 and y6 cohorts make rapid progress and the % gap with their peers is closed. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded and quality evaluated; structured conversations with PP families to continue. Ensure equality of opportunity / access to additional reading. Promote reading for pleasure. Continue with small classes and overstaffing to support all of the above.
B.	Rapidly improve the rate of progress in writing and spag for PP children across all year groups.	Pupils eligible for PP across all year groups make rapid progress in writing and SPAG by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded; structured conversations with PP families to be continued. RWI spelling to be embedded across school and PP given additional support to learn spellings.
C.	Rapidly improve the progress rates of PP pupils with SEN	Pupils with SEN including PP pupils make good progress from various starting points. Pupils with SEN are identified early, and provision is adapted to meet their needs.
D.	Raise attainment of PP pupils, including more able PP pupils, through systematic support for emotional health, including raising confidence, creating risk-takers and building resilience of our most vulnerable pupils.	Outcomes for PP pupils improve in 2017/18 compared to 2016/17, for pupils working at expected and greater depth. Our most vulnerable pupils gain confidence and contribute more freely in class. Monitoring and evaluation evidences improved resilience in the classroom. Commission a report from SEMH team to carry out an audit re: social and emotional needs.

5. Planned expenditure

Academic year **2017/18**

The following heading enables the school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improve the rate of progress in RWM for PP children across all year groups with a particular focus on y4, y3 and y6 2017/18 cohorts</p>	<ul style="list-style-type: none"> - Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - Additional TA support deployed for interventions - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all PP pupils read regularly to practice skills and improve fluency. Develop 'love for reading' – book club to be extended to include all KS2 pupils - Teacher PP interventions - Small classes and overstaffing to achieve the above. 	<p>We need all 2017/18 PP pupils to perform in line with peers at ARE by the end of y6, and to securely achieve this not narrowly miss. We have identified the PP pupils in school who need targeted intervention, particularly in vulnerable cohorts. We will use TA's and teachers to deliver high-quality one-to-one and small group support using structured interventions (research evidence base Education Endowment Foundation). This will include homework clubs, and also pre/post lesson boosters: intervention at point of need.</p> <p>We will continue to support small classes with pure year groups, so that PP pupils have a higher % access to first quality teaching and individual access to teachers on a regular basis.</p> <p>We will fund strategies for developing a love for reading, including funding a book club for ks2 pupils: "developing a love of reading can be more important for a child's educational success than their family's socio-economic background." (Organisation for Economic Co-operation and Development (OECD) 2002).</p> <p>All PP pupils across school need to continue to make good progress and perform at ARE or better.</p> <p>WSSC booster groups in maths Y6 2x weekly (delivered by trained maths teachers).</p>	<p>Intervention maps and results from regular pupil progress meetings will evidence the impact on RWM</p> <p>Optimum learning plans in place for all PP pupils, monthly progress meetings to monitor progress.</p> <p>SLT will regularly monitor the quality of interactions in the classroom between teachers and PP pupils, and support staff and PP pupils, in order to set targets for improvement.</p> <p>English leaders to implement book-club, monitor regularly that PP pupils are accessing texts.</p> <p>Data/ pupil progress meetings half-termyly</p>	<p>Executive Head AA</p> <p>Head of school JA (Inclusion Lead)</p> <p>AA/JA/AG</p> <p>AG/HW</p> <p>AA/ JA</p>	<p>Termly</p> <p>July 2018</p> <p>AA/JA Half-termyly</p> <p>AG/HW Half-termyly</p> <p>Half termyly</p>

<p>B. Rapidly improve the rate of progress in writing and spag for PP children across all year groups.</p>	<p>1/ Whole school investment in the spelling scheme to ensure rigour in the content delivered, coverage for all year groups and opportunities to continually monitor and assess progress for PP children.</p>	<p>We want to invest some of the PP funding in longer- term improvements, which will help all pupils but PP in particular. We are adopting evidence-based interventions to support one-to-one and small groups instruction (RWI spelling) (research evidence Education Endowment Foundation)</p>	<p>Evidence from monitoring the 'take up' of the spelling home learning. Support PP pupils to learn spellings.</p>	<p>English Leads (HW/VA/AG)</p>	<p>Termly</p>
	<p>2/ Reorganisation of the timetable to ensure that homework clubs are staffed to support children with no home support</p>	<p>Ensuring spelling and SPAG homework is used effectively will ensure PP children begin to close the gap on their peers and make rapid progress. Intervention maps and results from regular pupil progress meetings will evidence the impact on writing and spag.</p>	<p>English leads and will monitor through observations and work scrutiny to assess the impact writing interventions have upon writing for PP children and also 'other' children.</p>	<p>Key stage leaders (LH/NB)</p>	<p>July 2018</p>
	<p>3/ Targeted support for writing and spag, including interventions at point of need. Ensure curriculum offer is fluid and responsive to individual needs. Interventions provided by TAs plus qualified teachers (overstaffing).</p>	<p>Writing and spag are areas of underperformance for PP pupils within school (y1 – 5 2016/17 data), and there is a gap in the achievement of PP boys in particular in this area. Overstaffing and small classes ensures that pre/post teaching boosters can take place in writing, and that intervention at point of need will enable PP pupils to make enhanced progress.</p>	<p>English leads to support targeted year groups where the gap is wider (Year 3/ 4/ Y6) Intervention maps will be crossed checked with the progress of PP children. Key stage leaders will monitor use of homework clubs to ensure they are being used effectively and targeting our most vulnerable pupils</p>	<p>Inclusion Lead (JA) Key stage leaders to monitor homework clubs at least monthly NB/LH</p>	<p>Monthly</p>
<p>4/ Teaching and Learning Consultant (AG) to focus on strategies for raising attainment of PP pupils in writing and spag when engaging in coaching with staff</p>	<p>We strongly believe that PP pupils learn best when taught by good or outstanding teachers, and therefore want to prioritise improving the quality of T+L, with a focus on PP pupils including more able PP, through coaching provided by AG (Executive T+L consultant).</p>	<p>Monitoring of writing/ spag to include interventions as well as lessons. Monthly pupil progress meetings/ book scrutiny will be in place for all PP pupils not making sufficient progress in spag or writing or who are not yet achieving ARE.</p>	<p>AA/JA/AG</p>	<p>Monthly</p>	
			<p>T+L monitoring termly</p>	<p>AA/ JA/ AG</p>	<p>Half Termly</p>

<p>C. Rapidly improve the progress rates of PP pupils with SEN</p>	<p>SENCO SLE to work with the school to quality assure and set targets / plan improvements for SEN PP pupils across school.</p> <p>PP SEN pupils tracked closely across school; monthly meetings with staff to discuss progress, barriers, book scrutiny.</p> <p>The school will work closely with LSS provision to ensure that early intervention is in place for all pupils including pupils with PP</p>	<p>Where PP pupils have underachieved, this has been more notable with PP SEN pupils. The 4 pupils in KS2 who did not attain At Standard in RWM were all PP SEN.</p> <p>The school is committed to improving outcomes for all SEN pupils and all PP pupils, but we are resolute to determine specific reasons/ blockers that prevent our PP SEN pupils from attaining ARE.</p>	<p>Feedback from SENCO SLE to be implemented and shared with Governors</p> <p>SEN reviews/ regular meetings</p> <p>Pupils progress meetings monthly for PP SEN</p> <p>Monitoring of interventions for PP SEN pupils</p>	<p>AA/ JA AB</p>	<p>Monthly</p>
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<p>D. Raise attainment of PP pupils, including more able PP pupils, through systematic support for emotional health, including raising confidence, creating risk-takers and building resilience of our most vulnerable pupils. Vulnerable pupils will be supported emotionally in order to ensure they are able to access a full curriculum</p>	<p>Using research findings relating to vulnerability and resilience in the classroom, teaching staff will engage in CPD and peer coaching to improve the methods used to install confidence, encourage risk-taking and build resilient, courageous PP pupils.</p> <p>Learning Mentor to work closely with PP pupils who have significant barriers to emotional wellbeing. Wellbeing support offered through a variety of bespoke interventions including counselling. The school will resource a more systematic method for recording interventions/ incidents relating to PP pupils (CPoms)</p> <p>Access to provision to broaden experiences and life chances (fund for FSM pupils music scholarship/ residential visits/ educational visits/ access to sport's clubs/support to provide school uniform)</p>	<p>For many of our most disadvantaged pupils, circumstances beyond school impact significantly upon their emotional, spiritual, personal welfare, and this often affects their ability to access a full curriculum.</p> <p>Our learning mentor works closely with these vulnerable families to ensure that they are able to grow stronger emotionally, build resilience and develop coping strategies that enable them to learn in the classroom.</p> <p>Our most vulnerable pupils lack confidence and this often prevents them from engaging fully in the learning process. They lack resilience and easily give up when learning becomes challenging. The school intends to improve the strategies we use in the classroom to build confidence and foster resilience. We intend to focus in particular on raising the confidence of vulnerable PP boys:</p> <ul style="list-style-type: none"> - what motivates boys? - Communication and delivery of teaching to inspire boys - Styles of learning - Feedback to boys/ PP <p>SEMH audit to further inform school how to support our most vulnerable pupils</p>	<p>Teaching and learning leads (AG, Executive T+L consultant and AHT JC to work alongside AA/JA to coach staff with new strategies for building resilient PP learners, including implementing peer challenge. SLT to monitor impact of peer challenge and CPD half termly.</p> <p>Learning Mentor (KSh) and Inclusion Lead (JA) to meet weekly with a focus on PP pupils.</p> <p>Termly wellbeing tracking in the pupil progress meeting</p>	<p>AA/JA AG JC</p> <p>JA/KSh</p>	<p>Monthly</p> <p>July 2018</p> <p>Weekly</p>

	Total budgeted cost
£4,000 interventions from outside providers (WSSC) for group of y6 pupils including PP pupils	£116,140
Access to broad, rich experiences and support to ensure equality of provision and offer: <ul style="list-style-type: none"> • £1,750 towards £50 grant for all FSM pupils to support with uniform and visit experiences. • £1000 towards residential visits; • £1000 bespoke support to enhance broad experiences (eg music scholarship) • free access for FSM pupils to after-school sport's clubs (£2390) 	
£25,000 staffing to provide wellbeing support	
£1,000 CPoms to improve tracking of PP pupils	
£38,000 over staffing TAs to provide booster/ interventions at point of need for all cohorts/ homework clubs.	
£30,000 teaching staff (overstaffing to support targeted groups/ smaller classes)	
£1,000 resources and training for improved writing/ spag curriculum	
£1000 SLE SENCO deployment to improve provision for SEN PP pupils	
£2,000 CPD and peer coaching to improve resilience and confidence of PP learners, particularly boys (release non-contact for staff)	
£6,000 Teaching and Learning Consultant AG	
£1000 resources to improve spag (spelling)	
£1000 resources for book club (improving the 'love of reading').	

See Review of PP expenditure 2016/17 below

6. Review of expenditure				
Previous Academic Year 2016/17				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
PP pupils performing in line with peers by end of KS1/ KS2 (ARE)	Overstaffing to provide smaller classes, more access to first quality teaching (overstaffing of Teaching assistants plus small classes and overstaffing of teachers)	<p>KS2: (y6 2017 13 PP pupils)</p> <p>AS:</p> <p>Reading 75% PP ARE (above national all pupils; in addition, PP pupils who didn't achieve (3/13) had high levels of SEN - all 3 with an EHCP). PP non -SEN achieved 100%). Reading progress for PP pupils was in the top 10% nationally at +6.32</p> <p>Maths 75% ARE (in line with national all pupils; in addition PP pupils who didn't achieve (3/13) had high levels of SEN - all 3 with an EHCP). PP non SEN achieved 100%) Maths Progress for PP pupils was in the top 10% nationally all pupils (+5.64)</p> <p>Writing 75% ARE (just below (-1%) national all pupils; in addition PP pupils who didn't achieve (3/13) had high levels of SEN, all 3 with an EHCP). PP non SEN achieved 100%; writing progress PP pupils was above average at +2.99</p> <p>KS1: (y2 2017 11 pupils)</p> <p>Reading 72% ARE (2% below national all pupils), 14% Greater Depth. Writing 72% (+7% above national all pupils) ARE 14% greater depth. Maths ARE 82% (+9% above national); greater depth 0%</p> <p>Success criteria met at KS1 (other than KS1 reading PP outcomes just below national). Writing for PP pupils at KS1 has significantly improved from below national at 59% in 2016 to above national in 2017 (72%). Success criteria met at KS2 for PP non-SEN - outcomes sig+ at 100%.</p>	<p>Continue to support small classes and overstaffing so that disadvantaged pupils access first quality teaching in a bespoke way. Continue with single form entry classes rather than mixed year groups, all with FT TA / learning mentor support.</p> <p>3/13 PP pupil in y6 did not achieve AS in RWM in 2017, but all 3 had high levels of SEN, all 3 with EHCP. Ensure bespoke interventions start early enough to enable pupils to be very secure before the end of y6. Commission a SEN review to ensure practice in school is good enough for our SEN pupils, but with a focus on PP SEN.</p> <ul style="list-style-type: none"> - Continue effective support with homework for vulnerable pupils (homework club). <p>Continue to improve spelling at KS1/ KS2 in order to impact on outcomes for writing at KS1 and KS2 for PP pupils.</p>	60,000
PP pupils performing in line with peers by end of KS1/ KS2 (ARE)	<p>Educational support staff to provide interventions:</p> <p>INTERVENTION AT POINT OF NEED:</p> <p>1-1 mentoring and tutoring</p> <ul style="list-style-type: none"> - Catch up maths programme - Additional writing booster - Additional reading (1-1) 	<p>KS2: (y6 2017 13 PP pupils)</p> <p>AS:</p> <p>Reading 75% ARE (above national all pupils; however PP pupils who didn't achieve (3/13) had high levels of SEN - all 3 with an EHCP). PP non -SEN achieved 100%). Reading progress for PP pupils was in the top 10% nationally at +6.32</p> <p>Maths 75% ARE (in line with national all pupils; however PP pupils who didn't achieve (3/13) had high levels of SEN - all 3 with an EHCP). PP non SEN achieved 100%)</p> <p>Writing 75% ARE (just -1% below national all pupils; however PP pupils who didn't achieve (3/13) had high levels of SEN, all 3 with an EHCP). PP non SEN achieved 100%;</p> <p>KS1: (y2 2017 11 pupils)</p> <p>Reading 72% ARE (2% below national all pupils), 14% Greater Depth. Writing 72% (+7% above national all pupils) ARE 14% greater depth. Maths ARE 82% (+9% above national); greater depth 0%</p> <p>Success criteria met at KS1 (other than KS1 reading PP outcomes just below national). Writing for PP pupils at KS1 has significantly improved from below national at 59% in 2016 to above national in 2017 (72%). Success criteria met at KS2 for PP non-SEN - outcomes sig+ at 100%.</p>	<p>Continue to support small classes and overstaffing so that disadvantaged pupils access first quality teaching in a bespoke way. Continue with single form entry classes rather than mixed year groups, all with FT TA / learning mentor support.</p> <p>3/13 PP pupil in y6 did not achieve AS in RWM in 2017, but all 3 had high levels of SEN, 3 with EHCP. Ensure bespoke interventions start early enough to enable pupils to be very secure before the end of y6. Commission a SEN review to ensure practice in school is good enough for our SEN pupils, but with a focus on PP SEN.</p> <ul style="list-style-type: none"> - Continue effective support with homework for vulnerable pupils (homework club). Continue to improve spelling at KS1/ KS2 in order to impact on outcomes for writing at KS1 and KS2 for PP pupils. 	
ii. Targeted support				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
PP pupils performing in line with peers by end of KS1/ KS2 (ARE)	Educational support staff to provide interventions: INTERVENTION AT POINT OF NEED: 1-1 mentoring and tutoring - Catch up maths programme - Additional writing booster - Additional reading (1-1) - S+L programme EYFS	KS2: (y6 2017 13 PP pupils) AS: Reading 75% ARE (above national all pupils; however PP pupils who didn't achieve (3/13) had high levels of SEN - all 3 with an EHCP). PP non -SEN achieved 100%. Reading progress for PP pupils was in the top 10% nationally at +6.32 Maths 75% ARE (in line with national all pupils; however PP pupils who didn't achieve (3/13) had high levels of SEN - all 3 with an EHCP). PP non SEN achieved 100%) Writing 75% ARE (just -1% below national all pupils; however PP pupils who didn't achieve (3/13) had high levels of SEN, all 3 with an EHCP). PP non SEN achieved 100%; KS1: (y2 2017 11 pupils) Reading 72% ARE (2% below national all pupils), 14% Greater Depth. Writing 72% (+7% above national all pupils) ARE 14% greater depth. Maths ARE 82% (+9% above national); greater depth 0% Success criteria met at KS1 (other than KS1 reading PP outcomes just below national). Writing for PP pupils at KS1 has significantly improved from below national at 59% in 2016 to above national in 2017 (72%). Success criteria met at KS2 for PP non-SEN - outcomes sig+ at 100%. Word aware programme purchased for EYFS to develop individual PP S+L barriers. GLD 86% 2017.	Staff feedback and data indicate that the support has been effective. Continue to boost/ target support. Ensure that this is monitored regularly including looking at evidence of impact.	£6,000 £3000 staffing to cover homework clubs £4,000 interventions from outside providers (WSSC) for y6 PP pupils £1,000 CPoms to improve tracking of PP pupils £42,000 over staffing TAs to provide booster/ interventions at point of need for all cohorts. £30,000 teaching staff (overstaffing to support targeted groups/ smaller classes) £2,000 resources and training for improved writing/ spag curriculum £90 Word aware EYFS

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise children's aspirations and life chances.	Funding for disadvantaged pupils to attend residential	Medium: positive impact for students who attended residential visits.	Next year, will continue with this strategy	£3000
Support the wellbeing of pupils in order to enable them to access learning	Learning mentor works closely with disadvantaged pupils and families	High: wide range of need, and Learning Mentor has worked closely with pupils to ensure they have developed good strategies including managing relationships, conflict, building resilience, supporting anxieties including trauma. This has enable pupils to return to classes quickly and manage their	Next year we will continue with this strategy, and will include a more systematic method for recording interventions/ incidents relating to PP pupils (CPons)	£25,000
Improve attendance rates of FSM pupils	Additional attendance incentives introduced; more robust tracking and more regular meetings with parents of PP pupils with low attendance. Learning mentor to work closely with families	52% PP children in 2016 had attendance rates over 90% As a result of action, in 2017 attendance for FSM pupils was 93.75% - a significant improvement	Continue to monitor PP attendance and meet with families regularly (Learning mentor/ Inclusion lead) .	(within 25,000 amount mentioned above)

7. Additional detail

In this section you can annex or refer to **additional** information, which you have used to support the sections above.

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at ARE have individual action plans and are tracked closely and robustly monthly. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually. Staff development in 2017/18 will include research into raising confidence and resilience of PP pupils in the classroom.

