

Pupil premium strategy statement (Flakefleet Primary 2017 -2018)

1. Summary information					
School	Flakefleet Primary School				
Academic Year	2017-2018	Total PP budget	313,740	Date of most recent PP Review	Sep 2017
Total number of pupils	396	Number of pupils eligible for PP	241	Date for next internal review of this strategy	Spring 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Very low on entry baseline	
B.	Poor language, communication and reading skills in early years	
C.	Low level of effective parental engagement and support	
D.	High percentage of inward mobility across year groups.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress from entry to end of Key Stage 1	Achieve aspirational targets (80% of Non SEN pupils to achieve Expected Levels)
B.	Accelerated progress in reading and oracy skills	As above
C.	Increased home support and interaction to motivate learning	Increased measure of engagement
D.	Transition support to aid assessment and tracking	Embed focussed early intervention and initial entry assessment

4. Planned expenditure				
Academic year 2017-2018	313,740			
The three headings below enable schools to demonstrate how they 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?	When will you review implementation?
To ensure that families are supported to adequately meet children's needs and enable them to be supported in their education	Family support – a range of initiatives to provide support, developing parental skills and community involvement.	Many parents need additional support in dealing with a range of issues, including self-esteem, literacy and numeracy skills, dealing with debt, establishing routines and setting boundaries.	Supervision in place, regular meetings, accountability structure that is impact driven and case studies, which provide opportunity for, shared voice and future tracking.	Spring 18
Ensure that attendance is above national averages	Learning Mentor	This system has impacted significantly in recent years on attendance, which is at least at national average.	End of year outcomes – termly monitoring	Spring 18
To develop robust, sustainable leadership skills across the school community.	Leadership programmes including group and individual coaching from Mike Rotheram.	An improved approach to providing opportunities for understanding leadership, peer-peer support, critical thinking and action planning.	Wider accountability, greater demonstration of leadership across school, leadership course attendance.	Spring 18
Sustainable 21 st Century resources and strategies for independent learning.	Continued innovative resourcing for technology.	Sustaining resources and support that provide independent learning opportunities that are effectively tailored for individual needs	Regular review of support and learning impact through curriculum planning and resource management.	Spring 18

Feedback and classroom management support for all staff.	Focussed feedback and peer-peer critical support – specific work with Bill Thompson.	To challenge methods and educational thinking of staff for improved practice and professional support leading to quality first teaching.	Regular monitoring of T and L across school through observation, work scrutiny, display and classroom management techniques.	Spring 18
Total budgeted cost				150,745
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Improve attainment and progress of lower attaining pupil premium pupils at risk of not achieving aspirational targets	Booster and specific targeted learning opportunities.	To close the attainment gap for specific children based on various needs that are not attaining at a similar level to their peers.	End of year outcomes, regular monitoring of progress and delivery.	Summer 18
To meet the language needs of children in KS1 and LKS2 through early intervention strategies and targeted group development.	The Language Tree support and development	To make crucial early interventions in speech and language support to close the gap for those children entering school with poor language and communication skills. Specific training for at least 2 full time members of staff.	Monitoring progress of specific children and regular training and support for staff involved in delivery.	Summer 18
To provide a positive, nurturing environment for all children to access breakfast ready for the school day.	Magic Breakfast provision	An opportunity for all children to attend school early in a positive environment including our most vulnerable young people and their families.	Pupil and family surveys, monitoring progress of regular attendees.	Spring 18

To provide specific nurture for bereavement and loss, social development and engagement.	Rainbow and nurture group.	Specific short-term interventions, which will close the gap for children, identified through a range of different emotional needs.	Regular monitoring of identified children through attendance, learning progress, etc.	Spring 18
To provide effective support for children new to school	Nurture, parental engagement and effective transition	Secure assessment practices, transition arrangements including parental interviews and short-term interventions to enable smooth transfer to new classroom environment.	Regular monitoring of children new to school through assessments, pupil interviews, parental discussions and social adjustment assistance.	Summer 18
Total budgeted cost				127,995
iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
To widen horizons and experiences through enrichment opportunities.	Class trips and residential visit subsidised. Visits to local community venues both for cultural enrichment and specific educational activities. Visiting writers, poets, and theatre groups. Academic aspiration promoted through Lancaster University input.	Many pupils come into Nursery at very low attainment on baseline with a lack of varied experiences of the world around evident in all year groups. Experience has shown us that children are really motivated by the trips and cite them as significant learning experiences during the year. They also produce writing, which is enhanced in content and creativity as a result of these visits.	Children monitored based on experiences undertaken, pupil and teacher surveys, progress data in learning areas.	Summer 18
To create an effective Early Years environment	Working party to plan and develop environment.	To create a unique and stimulating new environment for children to explore and develop.	Appropriate planning and judgement – pupil viewpoint. Monitor pupil development.	Jan 18
Total budgeted cost				35,000