



# Flakefleet Primary School

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## Pupil Premium March 2019

The updated Pupil Premium policy outlines the philosophy behind the use of such funding and how it is applied at Flakefleet primary school.

CS is currently attending a series of twilight sessions through Blackpool Research School aimed at better understanding how to measure the impact of Pupil Premium funding and the methodology behind its use – this has included examining how auditing the school culture can identify the impact that language can have on the aspirations of both adults and children in the school community.

This led to discussion around how best to make use of the skills of adults other than teachers around the school and a re-emphasis on quality first teaching and learning within classrooms. The rationale behind intervention implementation has been revised to consider more focused opportunities for support through evidence-backed programs and skilled practitioners who have the expertise or training to deliver quality, such as the Language Tree support that takes place.

The Pupil Premium Team has been widened to include input from various areas of the school community including the pastoral team, Speech and Language, SEND and finance. An initial meeting took place in Autumn 2018.

Follow up meetings in January/February have identified an opportunity to develop a '**Spirals of Enquiry**' approach to decision-making and to encourage pupil voice to become an integral aspect of relationship building and understanding areas of need that may be addressed by future programs and support. CS attended a workshop in December that introduced the Spirals program. This looks to develop an inquiry-based approach across the school community.

Alongside the continuing use of Spotlight profiling, coaching and peer-to-peer support the school will have invested heavily in enabling a robust system that will provide opportunities for leaders to adapt and grow in a challenging and supportive environment. Initial results from a sample of student-led questionnaires and a follow-up networking session in March will provide opportunity in the Summer Term for CS to share with the wider staff and Governors on future planning opportunities and implementation.

### **Governors are asked to nominate a Pupil Premium link governor.**

The number of eligible pupils for 2017-2018 PP funding was 239, which amounted to £317,280. In 2018-2019 this will be £262,600 based on 202 pupils.

A strategy document produced by the Pupil Premium Team at the beginning of each academic year outlines how we are allocating the spending of Pupil Premium



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funding at Flakefleet, which individuals or groups of children may benefit from this, what the potential impact will be and the subsequent recorded impact and associated data.

Mid-year reviews continue to highlight the positive results of **Speech and Language Therapy (SALT)**, which is to be extended to support children in Year 3/4. Subsequent monitoring of children who have accessed this course will provide evidence of long-term benefits to early implementation and the importance of specific interventions that are focused and of a high quality.

This table highlights the progress made by a group in Reception who accessed early talk boost.

Children	Before Talk Boost 23/1/18	After Talk Boost 22/5/18	Difference	PP?	Needs?
Mark E	25	46	21		
Tai S	30	50	20		SEN (MLD)
Oliver E	34	50	16	Yes	Speech, Summer born
Oilly L	38	62	24		
Mercy H	40	68	28	Yes	
Ewan M	41	65	24	Yes	Speech
Megan C	43	69	26	Yes	Asthma, SEN (MLD)
Nicole W H	43	75	32	Yes	Asthma
Velvet C	50	63	13	Yes	
Martin D	51	65	14		EAL

The work of family support has significantly benefitted a number of families and provided opportunities for children to continue to actively engage with learning. Attendance, emotional and behavior support, bereavement counseling and mentoring are significant factors that have been addressed to enable children to learn despite barriers being placed in their way. Case studies are available as evidence of support provided and progress made.

Our family support worker and nurture team are funded through the allocation of PP grant. Between September – December 2018 this table shows the number of PP children who benefitted directly from areas of family support.



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Area of Family Support	No. Of PP Children
Free FTFC Holiday Passes	22
Child Support Sessions	9
Family Support Level 1 and	29
Referral to external agencies	14
Food hampers	25
Christmas Gifts	15

Analysis of children who access Nurture has highlighted specific areas where greatest support has been provided including addressing emotional and behavioural needs.

Transitional support and resilience are two key areas that have been identified as significant. Robust support is now provided for new arrivals to school, including initial meetings and welcome packs overseen by the pastoral lead to ensure that families are aware of the school's ethos and to ensure the transition between schools, including the transfer of data, is smooth. Regular monitoring of these children is important.

## Summer 2018 LSIP data

The Lancashire School Information Profile provides appropriate information for studying groups and comparing data from previous years.

Year 2 summer data showed a decrease in students achieving expected standard in reading and maths for disadvantaged students. The number of children achieving greater depth was also significantly low.

2018 PP Overall Year 2	EXS + (comp to 2017)	GDS (comp to 2017)
Reading	57% (63%)	0% (3%)
Maths	54% (63%)	0% (10%)
Writing	50% (50%)	0% (0%)

2018 Non PP Overall Year 2	EXS + (comp to 2017)	GDS (comp to 2017)
Reading	78% (65%)	13% (18%)
Maths	91% (71%)	6% (6%)
Writing	69% (65%)	6% (6%)



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Year 6 data showed significant increases across all subjects for disadvantaged students and a reduction in the gap to those who are non-pupil premium in the expected standard. This also included a higher percentage of children achieving the expected standard in maths for disadvantaged students compared to non pupil premium students.

The percentage of children achieving greater depth remained consistent with the previous year except for GPS which saw a reduction in performance.

2018 PP Overall Year 6	EXS + (comp to 2017)	GDS (comp to 2017)
Reading	61% (41%)	9% (10%)
Maths	72% (59%)	7% (8%)
Writing	72% (51%)	12% (8%)
GPS	65% (51%)	9% (23%)

2018 Non PP Overall Year 6	EXS + (comp to 2017)	GDS (comp to 2017)
Reading	67% (67%)	0% (13%)
Maths	60% (80%)	13% (20%)
Writing	73% (67%)	33% (13%)
GPS	73% (73%)	13% (13%)