# 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

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| Detail | Data |
| School name | Flowery Field Primary School |
| Number of pupils in school  | 667  |
| Proportion (%) of pupil premium eligible pupils | 206/667 = 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** |  |
| Date this statement was published | Oct 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | C Silk (Principal) |
| Pupil premium lead | P Smith (Vice Principal) |
| Governor / Trustee lead |  |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £286 485 |
| Recovery premium funding allocation this academic year | £31 030  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £317 515 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Flowery Field, we strive to ensure all pupils achieve their potential, regardless of any barriers they may face. We work towards raising aspirations and attainment through a curriculum that challenges **all** children to become resourceful and reflective learners, through a culture of high expectation. We offer an engaging, child centred approach, rich in variety and imagination, which equips **all** children with the knowledge, skills and attributes to prepare them for their next stage in education. At Flowery Field, we offer a caring, nurturing environment, which supports **all** children in establishing their place in the world. Learning encapsulates and promotes British Values by creating independent thinkers that have a broad and rich understanding of the wider world; are tolerant and respectful of people of different faiths, religions and sexualities; with an understanding of the learnings from the past and an ability to use this to help to create a better future. Our curriculum offer ensures **all** children develop the skills, knowledge and attributes to become positive members of society and successful lifelong learners.We recognise that pupils in receipt of pupil premium funding often have further barriers, which prevent them from accessing our wider curriculum offer, we are committed to identifying and removing these barriers, through an overall package of support that focuses on enabling, equipping and supporting pupils in receipt of Pupil Premium funding. We recognise that many of these pupils need to make accelerated progress if they are to achieve their full potential.  |

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | **Low attainment on entry to school and readiness to learn** |
| 2 | **Speech and language difficulties** |
| 3 | **Underdeveloped cultural literacy** |
| 4 | **Supporting SEMH needs of pupils, including parental support** |

## 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.

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| Intended outcome | Success criteria |
| Barriers to learning removed, additional intervention to support as required | Improved outcomes and progress |
| Pupils with poor communication skills on entry to school are targeted for intervention | Improved outcomes |
| All pupils equipped with transferable learning skills to raise aspirations | Improved engagement |
| Parents to be fully supported to meet their children’s needs. | Support to be put into place |

## 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:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional practitioner in EYFS to support early language development and readiness for school | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 1, 2 |
| CPD to develop Phonics knowledge and expertise in delivering a whole-school approach to the teaching of early reading | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2 |
| CPD for White Rose Train the Tutor Programme | <https://whiterosemaths.com/train-the-tutor>  | 1 |
| CPD to support focus on responsive teaching and retrieval strategies.  | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>Great Teaching Toolkit | 1,2,3 |
| Lead practitioner for teaching and learning in KS2 to support mentoring and coaching programme.  | EEF Pupil Premium Guidance key principle 3 - “quality teaching helps every child...good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” | 2, 3 |

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

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional L4 TA support targeted at greatest area of need following analysis of data. | We have historical data that demonstrates the impact of this support in closing the gap by the end of KS2. Provision is overseen by the AHTs and Vice Principal to ensure it is tailored to the needs of individual pupils.  | 1 |
| Additional support for Speech and Language needs: SALT | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1, 2 |
| Targeted before school phonic interventions. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1, 2 |
| Targeted Maths Intervention (White Rose Tutoring) | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 |  |
| Access to Forest School to address SEMH needs with a focus on developing key learning behaviours. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1, 3, 4 |
| Access to therapeutic interventions: School Counsellor, Music Therapist School Farm | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | *4* |

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

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest School sessions for all pupils EY to Y6 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Arts participation and engagement: Children’s Shakespeare Festival, Halle, Manchester Art Gallery, Armchair Adventures | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 4 |
| Access to weekly dance lessons to enhance our curriculum offer | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 4 |
| Weekly focused support targeting and supporting families who are persistently late or where attendance drops below 92% | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4 |
|  |  |  |

**Total budgeted cost: £ 317 515**

# 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.

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| We have invested significantly within our community to address the needs of young people and their families. We expanded our pastoral and SEND support to provide targeted support. As a result of this support issues were addressed timely and families were signposted to external support. We continue to target attendance and punctuality of PP learners.We introduced a blended learning approach, to enable children to experience success and feel fully included. As a result of this support, children made good progress in articulating their emotions and were able to transition back into class for the summer term. Children benefited from intense work around maths fluency providing them with the foundations on which to build. By the end of KS2 children made good progress (2.3). Our inhouse data demonstrates that children make good progress based on their individual starting points. Our targeted support in phonics ensured children made good progress based on their individual starting points. Our internal data demonstrates the impact of our morning interventions despite overall attainment remaining low. This will continue to be a priority as we move to introducing a structured synthetic phonics programme. Pupil premium children make good progress based on their individual starting points by the end of KS2, reading (1.71), writing (1.23) and Maths (2.34). We continue to target support to address the attainment gap and plan on focusing on responsive teaching and retrieval strategies during the next academic year. |

## Externally provided programmes

Non-DfE programmes purchased in the previous academic year to support remote and in-person learning:

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| --- | --- |
| Programme | Provider |
| Times Table Rock Stars / NumbotsDoodle Maths  | Maths CircleEZ Education |
| Spelling Shed | Ed Shed |