

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Flowery Field Primary School
Number of pupils in school	669 (20.9.21)
Proportion (%) of pupil premium eligible pupils	210/669 = 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Silk (Principal)
Pupil premium lead	P Smith (Vice Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297 918
Recovery premium funding allocation this academic year	£25,515
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	£323 433

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

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: £28 000

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
SCARF programme for all pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
CPD to implement a culture of peer mentoring support amongst teaching staff.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3
Lead practitioner appointed 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: £210,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 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
Access to alternative curriculum to address SEMH needs with a focus on supporting access to the core curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 4
Access to therapeutic interventions: School Counsellor, Play 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: £85,000

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: £ 323 433

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 2020 to 2021 academic year.

Due to COVID-19, we adjusted our Pupil Premium Plan to take account of lost learning. We have invested significantly in online learning platforms to reinforce key skills in English and Maths.

Children benefited from intense work around maths fluency providing them with the foundations on which to build, likewise we reinstated reading interventions to ensure fluency was targeted alongside comprehension. As a result of these interventions, our preliminary data indicates that children are in a stronger place to access learning and are now on track for pre –pandemic expectations.

Our attendance data demonstrates a marked improvement, especially around our persistent absenteeism.

Our SEMH offer has enabled our children to transition well, especially our youngest pupils. We continue to invest significantly in SEMH as we recognise that this continues to be the main barrier to progress.

Externally provided programmes

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

Programme	Provider
Times Table Rock Stars / Numbots	Maths Circle
Doodle Maths	EZ Education
Spelling Shed	Ed Shed