

# 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	North Elmham CEVA Primary
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	30
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Carolyn Taylor Interim Executive Headteacher
Pupil premium lead	Alie Otty, SENDCo
Governor / Trustee lead	Alison Woodward Governor: SEND, Safeguarding Elaine Gee Inclusion, Pupil Premium

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20070



# Part A: Pupil premium strategy plan

## Statement of intent

Our Vision is to inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Our Ethos is to Believe, Achieve, Belong

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- The knowledge-rich curriculum at Flourish Federation supports our vision and is supported by quality-first teaching and strong subject leadership.
- Our strategy incorporates a strong approach to behaviour for learning with high attendance for all children.
- SEND provision is strong for all children with early identification of needs and delivery of targeted interventions.
- Meeting the needs of our children by ensuring that there is a high level of purposeful engagement with our families in order to support children's high attendance, self-regulation and an aspirational approach to learning.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil behaviour is often challenging and this is more prevalent in disadvantaged pupils. Pupils lack resilience and good behaviour for learning.
2	Attendance for Pupil Premium children is below peers and national figures.
3	Progress for pupils who are eligible for Pupil Premium is lower than for non-Pupil Premium children. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	On entry to Reception class our disadvantaged pupils generally arrive with below age-related expectations compared to other pupils. The gap remains steady to the end of KS2.
5	We have identified social and emotional issues for many pupils, this could be a result of lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

	Teacher referrals for support have markedly increased during the pandemic. With some pupils requiring additional support with social and emotional needs, with a small percentage receiving small group interventions.
6	Higher percentage (30%) of children receiving Pupil Premium funding compared to national (21.8% state-funded primary Jan 21). This has increased from 17.9% since 2020. 50% of the September 2021 cohort of Pupil Premium children are also on the SEN register.

## 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
<ul style="list-style-type: none"> <li>Improved behaviour for learning and improved resilience.</li> <li>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Observations indicate improved behaviour for learning among disadvantaged pupils and their peers.</li> <li>Improved engagement in lessons.</li> <li>Improved work in books.</li> <li>Reduction in behavioural incidents and disruption in classes</li> <li>Wellbeing to be improved from 2024/25 demonstrated by:</li> <li>qualitative data from pupil voice, parent surveys and teacher observations</li> <li>Increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<ul style="list-style-type: none"> <li>Improved reading, writing, maths, phonics, oral and vocabulary progress and attainment at KS2 and increase in children working at greater depth</li> </ul>	<ul style="list-style-type: none"> <li>Progress and KS2 outcomes will improve steadily to show that by 2024/25 disadvantaged pupils meet the expected standard in reading, writing, maths, phonics, oral and vocabulary.</li> <li>Progress and attainment improve in foundation subjects.</li> <li>An increase in the number of disadvantaged children working at greater depth</li> </ul>
<ul style="list-style-type: none"> <li>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Sustained high attendance from 2024/25 demonstrated by:</li> <li>the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 3%.</li> <li>the percentage of all pupils who are persistently absent being below 90%</li> </ul>

	and the figure among disadvantaged pupils being no more than 3% lower than their peers.
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## 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: £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resources - oral lang devel £300</i> <i>HLTA training / cover £1000</i>	Pupils have poor oral language on entry (see baseline data).	1, 3, 4, 6

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

Budgeted cost: £7654

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA TA - £7654</i>	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 6

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

Budgeted cost: £11,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on STEPS behaviour management with the aim of developing our school ethos and improving behaviour management across school.  STEPs Trainer training £195	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 5 & 6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Support package £475	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
To employ an inclusion managers to deal with agencies supporting pupils in school including: inclusion teams, CAMHs, Children's Services and high level FSP needs inclusion manager £10,146	We have very high proportion of pupils who need / receive support from external agencies. This comes with exceptional high level of paperwork and meetings to attend. This support is essential to pupil well-being and ability to access learning and is vital in supporting our families.	1, 2, 5 & 6
<i>Well-being course</i> £300	Training to be shared with all staff to enable them to support pupil's where there are concerns for their well-being	2, 3

**Total budgeted cost: £20,070**

# 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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider