

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Flushdyke Junior and Infant School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans recommended)	2024-2027
Date this statement was published	03.10.24
Date on which it will be reviewed	02.10.27
Statement authorised by	D Wood Headteacher
Pupil premium lead	D Wood Headteacher
Governor / Trustee lead	T Welton Chair of Gov.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
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	£20,720

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social and extra-curricular opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next step in their educational journey.

Relevant skills and opportunities include:

- Ensuring that our disadvantaged pupils are equally challenged and supported within lessons
- Ensuring that disadvantaged pupils receive targeted teaching in response to a range of assessments both formal and informal
- Ensuring that financial barriers do not impact on disadvantaged pupils' experiences outside of the classroom
- Ensuring that our disadvantaged pupils keep up with their peers and become fluent readers who read for understanding

Challenges

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

Challenge number	Detail of challenge
1	Barriers to learning, such as pupils' SEMH/C&L needs, providing increased levels of challenge in the effective delivery of phonics in KS1.
2	The delivery of aspects of the school's wider curriculum to be strengthened.
3	Time allocated to our most vulnerable pupils/those children with SEND/SEMH needs is crucial to enable us to provide timely and effective pastoral support.
4	Financial restraints of families mean that some pupils lack basic resources, including school uniform.
5	Poverty of finance/expectation, within some families, means that pupils experience limited extra-curricular opportunities when outside of school, including visits to places outside of their own locality.

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
1. To ensure strong outcomes in phonics for pupils by the end of Year 1.	The percentage of current Y1 children, who pass the phonics screening check in, will be, at least, in-line with the national average (approximately 80%).
2. To ensure that all children receive strong, quality-first teaching leading to improved outcomes.	Strong delivery of wider curriculum subjects by the school's HLTA ensures that the school's curriculum is delivered with fidelity leading to strong outcomes.
3. To provide timely and effective pastoral support to our most vulnerable children and/or those children with SEND and/or SEMH needs.	Effective pastoral support will be provided to strengthen the school's ability to meet the needs of the most vulnerable/those with SEND and/or SEMH needs.
4. To ensure that parents of disadvantaged pupils are financially supported to enable them to purchase school uniform.	- All parents of disadvantaged pupils will have received £50 worth of financial support, towards school uniform, during each academic year - Parents will feel well-supported by the school and will be able to purchase uniform which allows their child to attend school fully-prepared and 'ready to learn'.
5. To ensure poverty of expectation and/or financial constraints of some families, does	Parental voice will evidence that they feel financially well-supported through a 50%

not limit pupils' opportunities to take part in school visits	subsidy of educational visits annually, in addition to a 50% subsidy of one residential visit per disadvantaged pupil during their time at Flushdyke. All pupil premium children will take part in at least one school visit per academic year.
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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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of HLTA to be part of the Reading Team in the delivery of RWI phonics.	The effective implementation of a systematic, synthetic phonics programme (RWI) has a strong evidence base of raising outcomes in phonics and early reading. <i>EEF Toolkit</i> Phonics has a positive impact overall (+5 months progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
High-quality CPD for all teaching staff, including HLTAs, on spotlight wider curriculum subject areas.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. Evidence review: The effects of high-quality professional development on teachers and students. <i>Education Policy Institute (EPI)</i>	2
Deployment of HLTA to provide one-to-one pastoral support to the most vulnerable pupils across school.	Murphy and Holste (2016) state that a range of evidence affirms increased pastoral support leads to a decline in all types of misbehaviour, and increased achievement and attainment (Felner et al., 2007; Fredricks et al., 2004; Quint, 2006 in Murphy & Holste, 2016). Importantly, other research has also shown that strong pastoral care can not only increase student positive involvement, motivation and engagement with school life generally, but also in lessons with their teachers (Bryk, A. S., Lee, v. and Holland, P. B, 1993; Freiberg et al., 2009).	3

Financial support for parents of disadvantaged pupils in the purchase of school uniform.	Ensuring that all of our children are dressed 'ready to learn' despite potential financial barriers which their families may face.	4
Subsidy of educational visits, including a residential.	Educational visits allow pupils to encounter experiences that are unavailable in the classroom and at home. They help pupils to develop initiative, resourcefulness and independence. It also helps develop emotional and physical well-being, develops environmental awareness and interpersonal skills.	5

Total budgeted cost: £20,720

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 2024 to 2025 academic year.

Impact Headlines:

- 75% of Year 1 pupils passed the Phonics Screening Check.
- At the end of KS2, 100% of our disadvantaged pupils achieved the expected standard in Reading.
- At the end of KS2, 100% of our disadvantaged pupils achieved the expected standard in Maths.
- At the end of KS2, 50% of our disadvantaged pupils achieved the expected standard in Writing.
- 100% of our disadvantaged pupils made use of the uniform subsidy.
- 100% of our disadvantaged pupils attended their year groups' school visit(s).