

## Pupil premium strategy statement Flitch Green Academy

### School overview

Metric	Data
School name	Flitch Green Academy
Pupils in school	263
Proportion of disadvantaged pupils	11.4%
Pupil premium allocation this academic year	£39005
Academic year or years covered by statement	2021 - 22
Publish date	September 2021
Review date	December 2021
Statement authorised by	Katie Bailey
Pupil premium lead	Nikki Willis
Governor lead	Chris Criscione

### Disadvantaged pupil progress scores for last academic year 2018/2019

Data for 20/21 and 21/22 not available

Measure	Score
Reading	-6.40
Writing	-7.84
Maths	-5.83

### Strategy aims for disadvantaged pupils 2021/22

Measure	Score
Meeting expected standard at KS2 (RWM)	50%
Achieving high standard at KS2 (RWM)	25%
Attendance	Average 90% improvement of 15%
Phonics screening Year 1	50% pass

Measure	Activity
Priority 1	To ensure disadvantaged children are accessing first high quality teaching and teachers are supported by a nominated PPG champion member of staff in school.
Priority 2	To improve attendance and learning behaviours of disadvantaged children in school to enable progress schools to improve over time.

Barriers to learning these priorities address	Teachers are supported through CPD, disadvantaged children receive quality interventions in all lessons from a PPG champion and attendance and self esteem is addressed.
Projected spending	£39,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To improve progress score from 2019 and to be closer to achieve national average progress scores in KS2 Reading (0.32)	July 22
Progress in Writing	To improve progress score from 2019 and to be closer to achieve national average progress scores in KS2 writing (0.27)	July 22
Progress in Mathematics	To improve progress score from 2019 and to be closer to achieve national average progress scores in Mathematics (0.37)	July 22
Phonics	To achieve NA for PPG children in Year 1 and 2.	July 22
Other	To improve attendance of PPG children across the school by at least 15% upturn within the group. (Current	July 22
	To improve learning behaviours and self esteem within the group. To use Stirling well being scores to show impact across the year.	July 22

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To ensure all staff working in Year ½ have received high quality phonics training. To work with phonics lead to review phonics teaching and group work.</p> <p>To invest in Phonics eggs to ensure high quality intervention.</p> <p>Intense phonics practise with PPGTA - reviewed half termly</p>

	<p>Introduction of Ace dictionaries for classrooms/early morning work targeted support for disadvantaged children.</p> <p>To continue to offer phonics club as an intervention to disadvantaged children if needed.</p>
Priority 2	<p>To ensure disadvantaged children have support within classroom while engaging with high quality teaching - PPG champion to support teachers in this support.</p> <p>To ensure teachers/TAs are receiving high quality CPD to support teaching disadvantaged children</p>
Barriers to learning these priorities address	Disadvantaged children receive high quality focused teaching and staff are adequately supported to do this.
Projected spending	

### Wider strategies for current academic year

Measure	Activity
Priority 1	To embed Forest school into school curriculum and to build on skills of staff to understand the benefits of integration into curriculum. To build self esteem, embed positive learning behaviours and build resilience in children.
Priority 2	To enable disadvantaged children to have additional forest school sessions to further build resilience and positive learning behaviours and to improve attendance.
Barriers to learning these priorities address	<p>Disadvantaged children feel more resilient and self esteem is higher leading to more positive learning behaviours within school.</p> <p>Attendance improves as children feel more positive about their relationship to school and learning.</p>
Projected spending	

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Teachers do not have access to information linked to disadvantaged children or understanding of potential barriers.	<p>Introduction of INSIGHT data management system to assist with tracking of information.</p> <p>Support from nominated PPG champion within school</p> <p>Training sessions with a disadvantaged focus to raise awareness and understanding.</p>

Targeted support	Interventions are not offered as lack of adult support	Middle leaders work closely with teachers to assess their interventions needs and cover support is given if needed. PPG champion to offer support and intervention groups during timetable (weekly)
Wider strategies	Engaging children and families in raising attendance	Support from LA attendance team. Clear procedures for attendance support in place and regular communication with families to offer support with attendance.

### Review: last year's aims and outcomes

Aim	Outcome
The social and emotional needs of disadvantaged pupils are well supported and met in a timely manner	social and emotional needs have been met partially in 2019/20 however teachers and children still report this as a barrier to learning in the school.
Disadvantaged pupils read widely and make strong progress in reading.	The introduction of Accelerated reader for Sept 21 will further support wide reading. Disadvantaged children have made progress across the school in reading but it is not strong when they leave in Year 6.
Improved writing and skills.	In 2019 writing skills improved for our disadvantaged Year 6s however this remains a high priority across the school - focusing particularly on phonics in Year 1/2 .
Increased attendance rates for pupils eligible for Pupil Premium.	Currently PA of PPG children is 43% and overall attendance is 84% of this group. This has remained the same and in individual cases lowered with the impact of lockdown. This is still a high priority of the new strategy 21/22.