

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Spetisbury Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st October 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Andrew Brown
Pupil premium lead	Andrew Brown
Governor / Trustee lead	Alex Aldridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,780
Recovery premium funding allocation this academic year	£2960
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	£39,740

Part A: Pupil premium strategy plan

Statement of intent

We always ensure that all teaching staff are aware of those children within their class who are in receipt of any extra funding either through Free School Meals, Services or Looked After Children. Although the size of the grant differs for each group, our principles are that the expectations for all these children are the same and that we want all children within these vulnerable groups to exceed National Progress expectations. The challenges facing the children can be unique and we try to avoid a one size fits all approach.

We want our disadvantaged pupils to show better than 'expected progress' due to the targeted support and focus that we give them. We want the attainment gap

The key principles of our plan are:

- Quality first teaching will identify those children at risk of falling behind and therefore teaching will be targeted and scaffolded to support all children's progress.*
- The needs of pupils from vulnerable groups are assessed and addressed.*
- The plan is owned by all stake holders and as such the success of the plan is built upon all parties sharing ownership and wanting the best for every child.*
- Due to the small size of the funding, the funding will be allocated based on need. Limited funding and resources will mean that not all children will receive every intervention- however our aim remains that all of these children make better than expected progress.*
- The pupil premium does not identify all children who are disadvantaged and so we will continue to address the needs of those vulnerable children who may not be in receipt of the funding.*

Challenges

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

Challenge number	Detail of challenge
1	Weaknesses in learning behaviours as identified by staff when baselining their readiness to learn e.g. lack of independence or resilience, forgotten good behaviours as a result of lockdown
2	Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19
3	Weaknesses in language and communication especially on entry
4	Attendance and punctuality issues
5	The cultural experiences is not as broad as our non-disadvantaged

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
Most children to have caught up on missed learning due to Lockdown but with specific targeted groups for PP children.	All pupil premium children, whatever their prior attainment, make at least expected progress. Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and staff observations.
Improved behaviour and participation in all areas of school life including children's response to adult feedback	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, increased social integration.
Raised attendance for disadvantaged children	Ensure attendance of disadvantaged pupils is above 96%
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Progress in Writing Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC

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: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention of NELI language programme to begin during Autumn 2 alongside programmes from SALT.	NELI has shown accelerated learning for those children entering below average for Speech and Language. Initial in school pilot was unable to be completed last year. EEF evidences that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. NELI programme specifically has +4 months progress.	1,3
All aboard phonics purchased and introduced across the school including staff CPD New books purchased to allow access for PP to phonics books	Using DfE reading framework we have implemented a Systematic Synthetic phonics programme. We have chosen a scheme based on Letters and Sounds that matches our accelerated introduction of sounds during Reception. "Daily phonics sessions should begin as soon as children start their Reception year." Reading Framework	1,3
Curriculum prioritisation – gaps identified for all children. Progression and curriculum models built upon the children and not fixed to scheme. National curriculum and curriculum prioritisation models feeding into curriculum.	National Curriculum EEF literacy guidance reports NCETM prioritisation resource	1,2,3,5
Vocab, language acquisition and oracy (rehearsal for reading and then writing) Implementation of Oracy Programme across the school	DfE Reading Framework NC pgs 13-48 EEF evidences that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1,2,3

<p>Focus on Lesson design. CPD and follow up support for all staff in Maths to ground the Maths fluency</p>	<p>https://www.ncetm.org.uk/classroom-resources/cpcurriculum-prioritisation-in-primary-maths/</p> <p>Rigorous monitoring and tracking of pupil progress. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p>	<p>1,3</p>
<p>Writing small steps/rigour in elements of writing i.e. handwriting and spelling so children can apply these through a sustained piece of writing. Handwriting scheme bought in to ensure children from early age are able to write sustained pieces due to improved fluency at stamina.</p>	<p>DfE Reading Framework NC pgs 13-48</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	<p>1,3</p>
<p>CPD on Adult feedback – focused around new lesson design principles. All staff to plan for giving purposeful feedback which is focused on how the children will receive and act upon this feedback.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	<p>1,3</p>
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. Stronger focus on retrieval and interleaving. Roediger and Karpicke. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term. Good disciplinary climate in all classrooms Agasisti.</p>	<p>1,3</p>

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide targeted intervention.</p> <p>This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. These interventions will include, but not be limited to, First Number, Nesy and NELL.</p> <p>Teaching Assistants will be upskilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.</p> <p>In 2022-2023 – we started Pre-teaching as an intervention for the first 15 minutes each day. Teaching assistants will start their time earlier in order that class teachers can be freed up to take pre-teach groups and include PP children.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.</p> <p>EEF teaching toolkit +4 months Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>1,2,3</p>
<p>Times Table Rockstars and Spelling Shed Tablets to allow all children to access the resource</p>	<p>In school tracking shows that when children use these resources, they make good progress which is sustained if they keep up their access.</p>	<p>1,2</p>
<p>EY Resourcing to meet the need of the new EY Curriculum EY / KS1 Reading Books to ensure the books link to All Aboard Phonics</p>	<p>Children are at risk of falling behind can be identified within first 3 weeks of starting reception. Poor oral language is key limiter (DfE).</p> <p>Spend needs to be directed to encourage oral language and early literacy in reception</p>	<p>1,3</p>

<p>Improved parental engagement</p> <p>Parental engagement will be developed to enhance pupil support at home. This will include educating parents on objectives for specific year groups and individuals and how they can support at home. An increasing number of parents will attend engagement activities either through open invitations into school or more individual support meetings.</p>	<p>Focus on Reading aloud at home and parents being part of learning. Forrin and MacLeod. Parents to be directed in both informal and formal interactions when reading at home. Workshops to be held to show practice. Senechal and LeFevre</p>	<p>1,2,3</p>
<p>ELSA in place and offering targeted support for disadvantaged families and children</p>	<p>We are finding greater need for disadvantaged children to access support in school and so have trained a member of staff to enable families to access support with a trusted adult as we have found that they are not as keen to access services outside of school.</p> <p>From here, families are signposted to early help and support from the MHST.</p>	<p>1,2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 8600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lunchtime Support to provide high quality games and activities to engage pupils</p>	<p>Key link between pupil health and wellbeing and pupil attainment (PHE)</p>	<p>3,5</p>
<p>Improve attendance: Rigorous intervention and support to increase attendance rates for pupils eligible for PP, subject to any local Covid incidents. School</p>	<p>Ensuring good attendance will mean pupils are in school and ready to learn. Parents play a crucial role in supporting their children's learning and higher parental engagement associated with better outcomes (EEF).</p>	<p>4</p>

<p>office to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Parents to be invited to attendance meetings and given a target if they fall below the acceptable % attendance.</p>	<p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils</p> <p>Two way communication will increase the effectiveness of home school relationships(EEF)</p>	
<p>Pupil conferencing</p>	<p>Rosenthal and Jacobsen 1966 – Identifying children as potential high achievers. Focus for pupil conferencing has this mindset for disadvantaged children. Also overcoming bored students by talking through projects, future learning and lessons. Jang 2008.</p>	<p>1,2,3</p>
<p>Residential Costs Music – Violins and Piano lessons</p> <p>After school clubs</p> <p>Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum</p>	<p>It is essential for their own wellbeing that they experience different settings before writing about it.</p> <p>All trips are linked to Topics that they are studying.</p> <p>Every child has the right to learn to play an instrument</p>	<p>5</p>

Total budgeted cost: £ 39,800

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 2022 to 2023 academic year.

Last year saw the return of Standardised Tests at the end of Key Stage 2. The summary of these assessments can be seen below. It was not possible to compare against the national non-disadvantaged average as in previous years due to it not being reported.

The national average shown is the national average of all children

	Disadvantaged at ARE+	Non disadvantaged at ARE+	National average
Y6 Reading	67%	87%	73%
Y6 GPS	67%	79%	72%
Y6 Writing	67%	79%	71%
Y6 Maths	67%	96%	73%
Y6 Combined	67%	79%	59%

The progress of the group was good with all children making expected or better progress from Key Stage 1 in all subjects. 67% of the group made better than expected progress in at least 1 subject seeing their attainment move from working towards the standard in Year 2 to being At the Expected standard in Year 6.

At Year 4 60% of disadvantaged children scored 24 or 25 in their Multiplication Tables Check compared to 72% of non-disadvantaged

In Year 2 the disadvantaged group outperformed the non-disadvantaged with all children reaching the expected standard:

	Disadvantaged at ARE+	Non disadvantaged at ARE+	National average 2022
Y2 Reading	100%	78%	67%
Y2 Writing	100%	78%	58%
Y2 Maths	100%	89%	68%
Y2 Combined	100%	78%	-

In Year 1, one disadvantaged child reached the phonics threshold where the other child didn't. This child was new to the country from Ukraine.

IN EYFS, all disadvantaged children reached a good level of development across all areas.

The school's focus on the curriculum and its role as the progression model supported pupils to be focussed on the key essential knowledge and building blocks necessary for learning more, knowing more and doing more. This was demonstrated through school monitoring including pupil interviews. The school will continue this work, paying close attention to what children need to know, in order to build on this knowledge.

The in house tutoring also led to disadvantaged children narrowing the gap and progress for all PP children was mostly as expected or better than expected, especially in Maths.

Pastorally children were supported to good effect and many outside agencies were engaged.

We enrolled many of our disadvantaged children in music lessons and also after school clubs.

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
Neli	
Spelling Shed	
TTRS	
Nessy	
Spag.com	