

Pupil premium strategy statement (Primary)

2019 -2022

What is the Pupil Premium?

The Pupil Premium Grant is additional money given to school to support pupils who are considered to be disadvantaged. Nationally it is allocated to those in receipt of Free School Meals within the last 6 years, children adopted from care, and children whose family have been in military service within the last 5 years.

School overview Autumn 2020

Metric	Data
School name	Spellbrook CE Primary School
Pupils in school	100
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	20/21 £16,243 (£16,140 plus EYPP £103).
Academic year or years covered by statement	2019-22
Publish date	01 December 2020
Reviewed date	September 2020
Reviewed by	Jeremy Fisher
Next Review date	July 2021
Statement authorised by	Jeremy Fisher
Pupil premium lead	Jeremy Fisher
Governor lead	Fay Clark

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	111	279	111	281	105	282
Male %	47.7	51.0	51.4	51.0	52.4	51.0
Female %	52.3	49.0	48.6	49.0	47.6	49.0
Ever 6 FSM %	8.5	24.3	14.3	23.5	15.2	23.0
Minority ethnic groups %	18.7	32.3	20.7	32.9	21.0	33.8
SEN EHCP %	2.7	1.3	0.9	1.4	1.0	1.6
SEN support %	10.8	12.2	15.3	12.4	12.4	12.6
English additional language %	9.9	20.7	9.8	20.9	7.6	21.2
Stability %	86.8	85.7	89.1	85.8	94.1	85.6
School deprivation indicator	0.11	0.21	0.12	0.21	0.13	0.21

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No assessment 19/20 due to Covid-19 lockdown Figures for 18/19 Suppressed due to low number of children
Writing	
Maths	

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Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No assessment 19/20 due to Covid-19 lockdown Figures for 18/19 Suppressed due to low number of children
Achieving high standard at KS2	

Strategy aims for disadvantaged pupils

To ensure that all children in receipt of Pupil Premium make accelerated progress so that any gap between their attainment and that of those not in receipt of Pupil Premium is diminishing rapidly.

To ensure that all pupils have access to an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.

To diminish the difference between the attendance of pupils in receipt of premium and non-pupil premium groups.

To support the wellbeing of pupil premium children (emotional and physical).

Teaching priorities for current academic year

To ensure through the implementation of the new schemes that the learning needs of the disadvantaged pupils are addressed by quality first teaching and assessment, supplemented 1:1 and small group support and additional intervention where a need is identified.

Priority 1: Training and Resourcing

Measure	Activity
Priority 1a	<p>Ensure all relevant staff (including new staff) have received specialist training to deliver the phonics scheme effectively and that the correct resources are in place to deliver this effectively.</p> <p>Ensure all staff have training for whole class reading and SPAG and resources to provide effective teaching for all pupils</p> <p>To ensure strong staff expertise throughout the school so that teaching and learning can be reinforced in all classes.</p>
Priority 1b	<p>Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups</p> <p>Ensure all staff are well trained in order to deliver the programme consistently effectively.</p> <p>Training for subject lead to ensure that teaching for mastery is consistent throughout the school</p> <ul style="list-style-type: none"> • Implementing change • Embedding effective practice • Leading effective Professional Development • Using the latest guidance on mathematical teaching • Ensuring strategies are in place for disadvantaged pupils <p>Release time for subject lead and headteacher</p> <ul style="list-style-type: none"> • developing expertise including strategies for the disadvantaged. sharing good practise, • Assessing and reviewing the impact including on disadvantaged pupils <p>Maths specialist teacher in-school support</p> <ul style="list-style-type: none"> • release time for subject lead and teachers where appropriate. • Maths mastery twilight training sessions
Priority 1c	<p>Training and time to develop curriculum planning and implementation relating to focus on key concepts, and subject specific vocabulary to support the long term progress of disadvantaged pupils</p>
Barriers to learning these priorities address	<p>Ensuring staff use evidence-based whole-class teaching and interventions matched to the needs of groups and individuals.</p> <p>Gaps identified and addressed.</p> <p>Well trained team of staff, able to respond effectively to on-going needs.</p>
Projected spending	Resources £3,000

Training costs £2,000

Priority 2: Targeted academic support for current academic year

Measure	Activity
Priority 2a Phonics and Reading	<p>Phonics (RWInc)</p> <p>Embed use of RWI Systematic synthetic phonics programme.</p> <ul style="list-style-type: none"> • Additional training for teachers and TAs • Small groups. Teaching by all ks1 staff and KS2 TAs • Individual pupil resources • Groups reviewed each half term based on latest assessment • Access to specific training for subject lead • Access to RWI portal for training and resources • Support from English Hub including reviews of programme implementation <p>English and phonics interventions for disadvantaged pupils falling behind age-related expectations. Staffing costs for provision of specific intervention and bespoke curriculum support 1:1, small group or in-class. TAs afternoon focus to be catch up and boost from morning learning including RWI</p> <p>Reading</p> <p>Through whole class reading approach and provision of quality texts across all year groups increase reading for pleasure. Targeted support for disadvantaged by teacher and teaching assistant.</p> <p>Focus in Key stage 2 and upper KS1 when ready on whole class reading - Training for all staff and resources to support</p> <p>To enable rapid progress and specific interventions to take place, on recommendation from professionals.</p> <p>Support and strengthen home reading for disadvantaged through coordination and use of reading volunteers and teaching assistants to target those children where there is a need.</p> <p>Carefully selected reading buddies from classes across the school to support the disadvantaged.</p>
Priority 2b Maths Mastery	<p>Establish small group maths and 1:1 keep up sessions (same day where possible).</p> <p>Staffing costs for provision of specific intervention and bespoke curriculum support 1:1, small group or in-class. (PP focused Teaching Assistant, 2 days each week)</p> <p>To enable rapid progress and specific interventions to take place, on recommendation from professionals.</p>

Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics, English and phonics – supporting areas of weakness. Identifying gaps and responding to these through targeted provision – preteaching/ reteaching/ overteaching – keep up support
Projected spending	Cover for training 22hrs TA per week: £9,000

Priority 3: Wider strategies for current academic year

Measure	Activity
Priority 3a	<p>To increase cultural capital of the disadvantaged – providing a level playing field by subsidising participation in curricular activities linked to learning and engagement. (Music Lessons, Sports Clubs and After School Clubs and breakfast club)</p> <p>Educational visits support – equal opportunity to attend trips including residential trips Specific items of uniform and equipment purchased to ensure equal opportunity.</p> <p>Aim/impact: Raise aspiration, motivation and engagement. Improve self-esteem, confidence and opportunities. Teach a life skill or provide an experience otherwise not accessible.</p>
Priority 3b	<p>Emotional and Social Wellbeing Access to therapeutic support including our partner 'Apsects'. Support for pupils with emotional or wellbeing difficulties (low self-esteem/ confidence, anxieties). £700 Access to friendship clubs and targeted support in 1:1 or small groups to enable pupils to develop resilience and emotional awareness. Led by trained teaching assistants. Healthy living week with access to yoga, mindfulness and wellbeing support.</p> <p>Aim/impact: To ensure pupils' emotional wellbeing is nurtured and supported through challenging home/life situations or anxieties. Pupil voice and appropriate assessments used to gauge impact.</p>
Priority 3	Use of attendance officer to support families with

	attendance and acute need Aim/impact to increase attendance levels of those eligible for PPG
Barriers to learning these priorities address	Improving attendance, readiness to learn and emotional well-being for the most disadvantaged pupils, creating a more level playing field of experiences Provide well thought out cultural capital opportunities.
Projected spending	£3,000

Implementation considerations

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by headteacher/ cover
Targeted support	Ensuring enough time for school subject-leads to support the teaching and learning of small groups	Subject leads have half a day out of class each week.
Wider strategies	Engaging the families facing most challenges	Working closely with the external partners and agencies, providing opportunities and experiences.

Monitoring

Through pupil progress meetings, weekly class drop-ins, pupil voice, parental communication, financial accounting of specific activities and half termly monitoring of attendance and more frequently where a need may arise.

Expected Outcomes

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading or above (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing or above (0)	July 21
Progress in Mathematics	Achieve national average progress score in KS2 Mathematics or above (0)	July 21

Phonics	Achieve national average expected standard in PSC	July 21
Other	Improve attendance of disadvantaged pupils to target (96%+)	July 21

Review: last year's aims and outcomes 2019-2020

Aim	Outcome
Consistency in quality of teaching and learning across the school	Teaching meets the needs of the pupils in the class shown in pupil books, learning walks and lesson observations. Where teaching was less strong, improvements have been evident over the year. Recruitment at start of 2019 increased the strength of the teaching, including new subject leaders in place for English and Maths Successful CPD inc visits to other schools and specific training for RWI and Power Maths Regular monitoring, gaps addressed, AfL in place. T & L judged as good overall.
Improved progress through teacher accountability	Rigorous, robust termly pupil progress meetings – planning addresses barriers to learning. Progress from KS1 to KS2 improved in 2019 in reading, writing and mathematics. Outcomes for EYFS improved and above national and local figures Internal assessment indicted continued improvements until lockdown in March
Emotional needs met	Use of Aspects and other external agencies has supported the wellbeing of our children where required. Heroes groups in place that meet together half termly with PSHE focus not yet showing as much impact as hoped although children do have more understanding of issues covered. During Lockdown, safe and well calls targeted disadvantaged pupils and additional learning support and advice was offered to parents during home learning - Summer 2020
Early intervention in Early Years and KS1	Targeted learning support had a great impact in the EYFS progress and attainment in 2019. Continued until March 2020 (lockdown)

	Early intervention has had an impact in KS1 however Lockdown in March
Sufficient intervention time	<p>Found to be highly effective. PP Review and further reviews looked at provision at different points during the year. Bespoke sessions stopped children from falling further behind with evidence of the pre-teaching and over-teaching approach seen in children's work.</p> <p>TAs being used for afternoon catch up for Phonics, reading and maths including disadvantaged pupils</p>
Additional information regarding impact of Lockdown March 2020 onwards	<p>Effective provision and support for learning at home was successful for 85% pupils. Some Disadvantaged pupils accessed less of the home (although support and additional resources were offered)</p> <p>All pupils had opportunity to return to school in the latter stage of Summer term for learning and transition activities.</p>