

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Spellbrook Primary School     |
| Number of pupils in school  | 104                           |
| Proportion (%) of pupil premium eligible pupils                         | 12.6%                         |
| Academic year/years that our current pupil premium strategy plan covers | 2021 -2024                    |
| Date this statement was published                                       | December 2022                 |
| Date on which it will be reviewed                                       | December 2023                 |
| Statement authorised by   | J Fisher (HT)<br>F Clark (GB) |
| Pupil premium lead  | J Fisher                      |
| Governor / Trustee lead   | S. Redcliffe                  |

### Funding overview

| Detail  | Amount         |
|---|----------------|
| <b>Pupil premium funding allocation this academic year</b>                                    | <b>£18,005</b> |
| <b>Recovery premium funding allocation this academic year</b>                                 | <b>£1,327</b>  |
| <b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b> | <b>£0</b>      |
| Total budget for this academic year   | <b>£19332</b>  |

# Part A: Pupil premium strategy plan

## Statement of intent

- *To ensure that every pupil leaves our school as successful learners with pride and confidence in their own abilities and the desire to work hard and show resilience as a learner.*
- *To ensure that in developing our curriculum we track the effectiveness for all learners with particular attention to those pupils who have additional barriers to learning or have fallen behind.*
- *To maximise the impact of the strategies and resources (including staffing) for each individual that has pupil premium, has worked with a social worker, has SEND, or has fallen significantly behind for any reason through regular review and action planning.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1.               | There is a significant increase in the percentage of disadvantaged pupils in the 2021 intake - 10% of pupils on KS1/2 are eligible for pupil premium. 33% in EYFS. We will need to increase the understanding and expertise of all staff in order to fully meet the needs of these children as they progress through the school. These pupils are now in Y1 (2022) |
| 2.               | Some disadvantaged pupils have increased gaps in knowledge and skills as a result of the lockdown and their progress during home learning.   |
| 3.               | Some of our disadvantaged pupils are not receiving the regular reinforcement of core skills outside of school – reading, number facts, spelling.   |
| 4.               | Maths is the core area that was most impacted by the lockdown for all pupils but even more so for the disadvantaged pupils.  |
| 5.               | Some of our disadvantaged pupils are the ones who need more support to develop effective learning behaviours such as independence, self-regulation, attention and focus  |
| 6.               | Lockdown and the other effects of the pandemic have had a negative impact on the mental health and wellbeing of many pupils.   |

## 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   |
|--|--|
| <p>All teachers develop their expertise in identifying barriers to learning for disadvantaged pupils and providing effective strategies to reduce the impact of these barriers.</p>                                | <ul style="list-style-type: none"> <li>• Training and coaching to increase understanding and develop effective strategies.</li> <li>• Disadvantaged pupils continue to be a focus in progress reviews.</li> <li>• Teachers use Pupil Book Study Approach to clarify what helps and hinders specific learners and develop the consistency with methods that increase the 'helping' in line with the rubrics.</li> <li>• All approaches and strategies are recorded on class intervention records that are reviewed half termly. Successful approaches are developed and less successful ones replaced.</li> <li>• Systematic reduction of the impact of barriers to learning has a measureable impact on pupil progress. This will be evident in internal data and statutory assessments.</li> </ul>  |
| <p>Highly effective whole class teaching is supplemented by focused support, including small groups and 1:1 leading to reduction of progress and attainment gaps between disadvantaged pupils and their peers.</p> | <ul style="list-style-type: none"> <li>• Effective teaching continues to be developed using evidence-informed practice as focus for CPD – SDP</li> <li>• Teachers provide learning (including the use of teaching assistants) that ensures good progress for all.</li> <li>• Learning walks, data and book scrutiny triangulated to ensure effective teaching and learning in line with school teaching and learning policy.</li> <li>• Formative and live marking utilised consistently to determine whether most pupils are successful against the expectations of each lesson and additional adult focus, including small group and 1:1 outside of core lessons used when that is not the case.</li> <li>• Additional small group work to be timetabled to ensure all learners still access the full curriculum. (Pupil Voice)</li> <li>• Additional 1:1 for maths accessed as part of National Tutoring Programme (Core Assessment)</li> <li>• Attainment and progress gaps</li> </ul> |
| <p>The curriculum continues to be developed so that retention and application of key knowledge and the cumulative development of skills is effective for all learners</p>  | <ul style="list-style-type: none"> <li>• Subject leaders develop their curriculum maps and resources so that key skills, core knowledge and key vocabulary are reinforced across subjects and over time.</li> <li>• Curriculum planning includes regular opportunities to link and reinforce learning. Cumulative quizzing is integrated into lesson planning.</li> <li>• Assessment and pupil voice during Pupil Book Study used to determine effectiveness of retention and recall and adaptations made to the curriculum when required.</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>Pupil work and assessments are analysed to determine that these are effective for all disadvantaged pupils.</li> </ul>   |
| <p>Maths is taught in individual year groups, although children are in mixed age classes.</p> <p>This provides the option for a child to be with a different year if they have significant SEND that specifically impacts on their maths learning (shown on APDR)</p> | <ul style="list-style-type: none"> <li>Current strategy of employing an additional teacher maintained until end of 2021-2022, then reviewed for impact.</li> <li>Lessons learned from this strategy have been applied from September 2022 and a similar approach using an HLTA has been adopted for some classes – impact on attainment for the lower 20% is closely monitored</li> </ul> |
| <p>1:1 used to support those children who are already behind the age- related expectations or who have significant gaps in their knowledge and understanding</p>  | <ul style="list-style-type: none"> <li>Effective integration with the school curriculum when using external agencies including the sharing of priorities and impact.</li> <li>Increased progress shown in assessments. Where children are eligible for PP and also have SEND progress is targeted and assessed using the Assess, Plan, Do, Review approach</li> </ul>                     |
| <p>Disadvantaged pupils are fully included in all aspects of school life through funding for enrichment activities.</p>   | <ul style="list-style-type: none"> <li>Pupil voice, parent and teacher feedback about the impact of having access to enrichment activities and being included in terms of wellbeing, social inclusion, confidence and motivation to learn.</li> </ul>   |
| <p>The wellbeing of all pupils remains and priority with provision for all. Strategies are developed to identify and support those that need more specific help.</p>  | <ul style="list-style-type: none"> <li>Surveys and pupil voice used to monitor mental health and wellbeing.</li> <li>Communication is effective with pupils and families so that issues are identified</li> <li>A range of strategies including using external agencies are provided as required.</li> </ul>  |

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: £ 9,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD for teachers to ensure high quality teaching in all areas and focus on meeting the needs of disadvantaged learners.</p> | <p>Importance of CPD</p> <p><a href="#">Why is Staff CPD Important?   The National College</a></p> <p>DFE - Standard for teachers' professional development</p> | <p>1,2,3,4,5,6</p>            |

|  |  |         |
|--|--|---------|
| CPD for teachers and TAs on meeting emotional needs, supporting well-being and developing metacognition              | DFE - Mental health and behaviour in schools November 2018<br><br>Key feature of effective practice – Development Matters 2021<br><br>Making Best Use of Teaching Assistants - EEF Second Edition Published 12 October, 2018 | 1,5,6   |
| Coaching to continue develop live marking with immediate support/ intervention by teacher/ TA in whole class lessons | Teacher Feedback to Improve Pupil Learning - Six recommendations for using teacher feedback to improve pupil learning. EEF   | 1,2,4,5 |
| Specific short-burst reinforcement/ targeting by TA each afternoon   | Making Best Use of Teaching Assistants - EEF Second Edition Published 12 October, 2018   | 2,3,4,5 |

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

Budgeted cost: £7,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1:1 literacy focus through school based tutoring for EYFS | One to one tuition. High impact for moderate cost based on moderate evidence -EEF      | 2,3,4                         |
| 1:1 interventions for RWI                                 | Making Best Use of Teaching Assistants - EEF Second Edition Published 12 October, 2018 | 2,3                           |
| Targeted support for 1:1 reading                          | The reading framework Teaching the foundations of literacy July 2021                   | 3                             |
| Aspects tutoring for wellbeing and emotional health       | DFE - Mental health and behaviour in schools November 2018                             | 6                             |

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

Budgeted cost: £3,332

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Staff training - mental health, wellbeing.</p> <p>Training for all staff using the Raising Achievement through Well Being Programme</p> | <p><a href="https://www.gov.uk/government/reports/2018/06/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report">Effect of pandemic on children's wellbeing revealed in new report - GOV.UK (www.gov.uk)</a></p> <p>DFE - Mental health and behaviour in schools November 2018</p>  | 1,5,6                         |
| <p>Staff training on metacognition and self-regulation as part of the RAW programme</p>  | <p>EEF - Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Development Matters 2021</p>   | 1,5                           |
| <p>STEPS training for all staff to ensure consistency of therapeutic approach</p>  | <p><a href="https://www.gov.uk/government/reports/2018/06/effect-of-pandemic-on-childrens-wellbeing-revealed-in-new-report">Effect of pandemic on children's wellbeing revealed in new report - GOV.UK (www.gov.uk)</a></p> <p>DFE - Mental health and behaviour in schools November 2018</p>  |                               |
| <p>Support for access to wider curriculum and enrichment for targeted pupils including trips and visits</p>                                | <p>Key aspect of School Vision and strength identified by Ofsted Implementing inclusive education</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612233/374_Implementing_Inclusive_Education.pdf">374 Implementing Inclusive Education.pdf (publishing.service.gov.uk)</a></p> | 1.5                           |
| <p><i>Pupil Attitudes to Self and School (PASS) Survey completed annually</i></p>  | <p>Providing for emotional needs as part of well-being and metacognition - DFE - Mental health and behaviour in schools November 2018</p>  | 1,5,6                         |
| <p><i>Ensure all disadvantaged pupils are rewarded for efforts and any improvements</i></p>  | <p>Providing rewards as part of motivation – EEF Improving behaviour in schools</p>  | 1.5                           |
| <p><i>Roles and responsibilities for specific pupils to increase confidence and self-regulation</i></p>                                    | <p>EEF -Social and emotional learning</p> <p>Moderate impact for very low cost</p>   | 1.5                           |

**Total budgeted cost: £ 19,332**

## 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 2021 to 2022 academic year.

Over the last period of the strategy the percentage of disadvantaged pupils was 14%  
Outcomes

- The teacher accountability was significantly increased, recruitment and focused support increased the strength of the teaching.
- Leaders, including governors, are aware of the progress of disadvantaged pupils and regularly discuss the impact of strategies
- Effective CPD and development of the curriculum, particularly with core areas has had a positive impact on all learners including disadvantaged pupils.
- Systems were put in place to regularly review progress of disadvantaged pupils and provide support.

In Summer 2022

| KS2 SATS    |       | Reading | Writing | Maths | RWM   |
|-------------|-------|---------|---------|-------|-------|
| PP Eligible | ARE + | 100%    | 66.7%   | 100%  | 66.7% |
| Non PP      | ARE + | 100%    | 75%     | 66.7% | 58.3% |

PP Eligible joined Y2 during Summer term and were working at PKS (End of KS1)

|             |       |
|-------------|-------|
| Y1 Phonics  | Pass  |
| PP Eligible | 100%  |
| Non PP      | 84.6% |

|  |     |
|--|-----|
| EYFS: Pupils achieving a good level of development |     |
| PP Eligible  | 40% |
| Non PP   | 80% |

Wellbeing

- Wellbeing has continued to be a priority. Support was provided using a mentoring approach led by one TA and the use of external agencies (Aspects)

NTP

- 1:1 in-school maths intervention for one term each for 16 pupils - Third Space learning

## 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   |
|---|--|
| Aspects family & pupil support service. | <a href="mailto:admin@aspects.org.uk">admin@aspects.org.uk</a> |



## Further information (optional)

The use of an additional teacher for mathematics in 2021 – 2022 was partly funded by other resources from the school budget.

There will be a continued focus on developing the curriculum to meet all learners' needs and to build cultural capital – this includes the mastery learning approach for mathematics.

Continuing to develop the consistency of high quality teaching through monitoring, including understanding what has the most positive impact on individual learners and related CPD remains a priority.