

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	Spellbrook Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021 -2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	J Fisher (HT) W Hasty (GB)
Pupil premium lead	J Fisher
Governor / Trustee lead	M

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
Recovery premium funding allocation this academic year	£2,566
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,211

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 Y2 (2023) Overall percentage of children eligible has increased to 20% (2023)
2.	Some disadvantaged pupils have increased gaps in knowledge and skills as a result of the lockdown and their progress during home learning. The lack of some of the foundations for learning (particularly those who missed Early Years) has had a lasting impact on their development and their social and academic behaviours
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
All teachers develop their expertise in identifying barriers to learning for disadvantaged pupils and providing effective strategies to reduce the impact of these barriers.	<ul style="list-style-type: none"> • Training and coaching to increase understanding and develop effective strategies. • Disadvantaged pupils continue to be a focus in progress reviews. • 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. • All approaches and strategies are recorded on class intervention records that are reviewed half termly. Successful approaches are developed and less successful ones replaced. • 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.
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.	<ul style="list-style-type: none"> • Effective teaching continues to be developed using evidence-informed practice as focus for CPD – SDP • Teachers provide learning (including the use of teaching assistants) that ensures good progress for all. • Learning walks, data and book scrutiny triangulated to ensure effective teaching and learning in line with school teaching and learning policy. • 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. • Additional small group work to be timetabled to ensure all learners still access the full curriculum. (Pupil Voice) • Additional 1:1 for maths accessed as part of National Tutoring Programme (Core Assessment) • Attainment and progress gaps
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	<ul style="list-style-type: none"> • Subject leaders develop their curriculum maps and resources so that key skills, core knowledge and key vocabulary are reinforced across subjects and over time. • Curriculum planning includes regular opportunities to link and reinforce learning. Cumulative quizzing is integrated into lesson planning. • Assessment and pupil voice during Pupil Book Study

	<p>used to determine effectiveness of retention and recall and adaptations made to the curriculum when required.</p> <ul style="list-style-type: none"> • Pupil work and assessments are analysed to determine that these are effective for all disadvantaged pupils.
<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"> • Current strategy of employing an additional teacher maintained until end of 2021-2022, then reviewed for impact. • 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 • From September 2023 DHT has taught maths for two year groups each day to provide high quality teaching – HT provides weekly lessons to cover a part time teacher.
<p>Families receive support to help them understand how we teach maths– mastery approach and White Rose use of diagrams and visual models and</p>	<ul style="list-style-type: none"> • New maths homework books from September 2023 aligned to White Rose teaching programme to enable all pupils to increase fluency • Parents invited to weekly maths club led by teachers and teaching assistants where parents can have support as they work through the homework with the children.
<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"> • Effective integration with the school curriculum when using external agencies including the sharing of priorities and impact. • 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
<p>Disadvantaged pupils are fully included in all aspects of school life through funding for enrichment activities.</p>	<ul style="list-style-type: none"> • 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.
<p>The wellbeing of all pupils remains a 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"> • Surveys and pupil voice used to monitor mental health and wellbeing. • Communication is effective with pupils and families so that issues are identified • A range of strategies including using external agencies are provided as required.

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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers to ensure high quality teaching in all areas and focus on meeting the needs of disadvantaged learners.	<p>Importance of CPD</p> <p>Why is Staff CPD Important? The National College</p> <p>DFE - Standard for teachers' professional development</p> <p>Education Endowment Foundation (2021) Effective professional development: Guidance report</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1,2,3,4,5,6
CPD for teachers and TAs on meeting emotional needs, supporting well-being and developing metacognition	<p>DFE - Mental health and behaviour in schools November 2018</p> <p>Key feature of effective practice – Development Matters 2021</p> <p>Making Best Use of Teaching Assistants - EEF Second Edition Published 12 October, 2018</p>	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
Year Group teaching for maths led by a teacher with allocation of teaching assistants for (mainly) in class support for targeted pupils – reviewed at end of each module	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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 literacy focus through school based tutoring for EYFS/ KS1 And lower KS2	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 Phonics: High impact for very low cost based on very extensive evidence	2,3
Targeted support for 1:1 reading	The reading framework Teaching the foundations of literacy July 2021	3
1:1 and small group mentoring	DFE - Mental health and behaviour in schools November 2018	6
Aspects tutoring for wellbeing and emotional health	DFE - Mental health and behaviour in schools November 2018	6
Funding for enrichment activities such as the swimming programme, trips and visits so that disadvantaged pupils are fully included and have positive experiences as part of the school community	Inclusive education 374 Implementing Inclusive Education.pdf (publishing.service.gov.uk) Closing the attainment gap EEF Attainment Gap Report 2018 - _print.pdf (d2tic4wvo1iusb.cloudfront.net)	

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training - mental health, wellbeing. Training for all staff using the Raising Achievement through Well Being Programme and subsequent embedding of good practice	Effect of pandemic on children's wellbeing revealed in new report - GOV.UK (www.gov.uk) DFE - Mental health and behaviour in schools November 2018	1,5,6
Staff training on	EEF - Metacognition and self-regulation	1,5

metacognition and self-regulation as part of the RAW programme	Very high impact for very low cost based on extensive evidence Development Matters 2021	
STEPS training for all staff to ensure consistency of therapeutic approach	Effect of pandemic on children's wellbeing revealed in new report - GOV.UK (www.gov.uk) DFE - Mental health and behaviour in schools November 2018	
Support for access to wider curriculum and enrichment for targeted pupils including trips and visits	Key aspect of School Vision and strength identified by Ofsted Implementing inclusive education 374 Implementing Inclusive Education.pdf (publishing.service.gov.uk)	1.5
<i>Pupil Attitudes to Self and School (PASS) Survey completed annually</i> <i>From 2023 the Moodtracker APP will be subscribed to in order to enable each child to communicate their moods and feelings on a daily basis</i>	Providing for emotional needs as part of well-being and metacognition - DFE - Mental health and behaviour in schools November 2018	1,5,6
<i>Ensure all disadvantaged pupils are rewarded for efforts and any improvements</i>	Providing rewards as part of motivation – EEF Improving behaviour in schools	1.5
<i>Roles and responsibilities for specific pupils to increase confidence and self-regulation</i>	EEF -Social and emotional learning Moderate impact for very low cost	1.5
<i>Weekly Maths homework club for children to attend with their parents and receive support together regarding maths</i>	EEF - High impact for very low cost based on very limited evidence	3,4,5

Total budgeted cost: £ 30,500

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.

Over the last period of the strategy the percentage of disadvantaged pupils was 19%. This is an increase of 5% compared with the previous year. The Year 1 cohort has 5 pupils out of a cohort of 13 that are PP eligible (38%)

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.
- Raising Attainment with Wellbeing training enabled the culture of support for all pupils to be established consistently through the school. The school was awarded the Silver Mark in recognition of the embedding of the ethos and the policies and practice evident within the school.
- Wellbeing has continued to be a priority. Support was provided using a mentoring approach led by TAs and the use of external agencies (Aspects and Flourish with Debbie)
- 1:1 coaching made an identifiable impact on learners, particularly with regards to phonics and the school achieved

In Summer 2023

Due to the small number of pupils (2 in KS2) the guidance is not to publish data for very small groups (less than 5) due to confidentiality, however all of our pupils (100%) achieved in the expected standard for maths in the 2023 SATS.

Y1 Phonics: 92.3%. (79%). Y2 retakes 100% (89%) – all Pupil Premium eligible pupils achieved the standard

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
Rasing Attainment with Wellbeing Aspects family & pupil support service. Flourish with Debbie pupil coaching	Teaching Times admin@aspects.org.uk Debbie Shirley

Further information (optional)

The use of an additional teacher for mathematics in 2021 – 2023 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.