

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	106 including nursery
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Cousins (HT) W Hasty (GB)
Pupil premium lead	C Cousins
Governor / Trustee lead	E Knights

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	31,815
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	31,815

Part A: Pupil premium strategy plan

Statement of intent

*Our vision is for Spellbrook Primary School to be an inclusive learning community, where everyone strives for excellence within a Christian environment, so that all pupils **"Flourish in love and learning"***

Our intention is to ensure that every pupil, irrespective of their background or the challenges they face, leaves our school as successful learners with pride and confidence in their own abilities with the desire to work hard and show resilience as a learner.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1.	Some of our disadvantaged pupils have low attendance and/or poor punctuality Persistent absence: overall 18/ 106 (5 are PP)

2.	Some disadvantaged pupils have significant gaps in knowledge and skills. 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 require additional support to retain knowledge over time.
4.	Some of our disadvantaged pupils are not receiving the regular reinforcement of core skills outside of school – reading, number facts, spelling.
5.	Some of our disadvantaged pupils need support to develop effective learning behaviours such as independence, self-regulation, attention and focus
6.	All of our pupils benefit from being in an environment that is supportive to well being and mental health.

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
Raising attendance and punctuality.	<ul style="list-style-type: none"> No disadvantaged pupils with attendance below 80% at the end of each year No more than 10 percent of disadvantaged pupils with attendance below 90% <p>Attendance will improve through:</p> <ul style="list-style-type: none"> updating our communications, systems and processes and raising parental awareness about the impact of good attendance and punctuality on their child and increase accountability. rewards and recognition targeted towards classes, individuals and parents. <p>Poor attendance is responded to by:</p> <ul style="list-style-type: none"> increased communication so that parents are fully aware of the situation meetings and contracts used to ensure improvements. <p>Punctuality is improved due to:</p> <ul style="list-style-type: none"> Targeted provision of free breakfast club places Early morning tasks to motivate children to be in on time Increased communication with parents

	<ul style="list-style-type: none"> • Raising parental understanding of the benefits to the children of punctuality such as start of the day support for reading.
<p>We will continue to develop teacher expertise in identifying barriers to learning and providing effective strategies to reduce the negative impact of these barriers.</p>	<ul style="list-style-type: none"> • Systematic reduction of the impact of barriers to learning which has a measurable impact on pupil progress. This will be evident in internal data and statutory assessment which will be at least in line with or above national averages for disadvantaged pupils. • Training and coaching to increase understanding and develop effective strategies. • Use of staff meeting time to share expertise and review strategies, identifying what has been successful and how to build on this. • Pupil Progress reviews, with disadvantaged pupils always focused on, regardless of prior attainment • Pupil Intervention Records and APDRs are regularly referred to as working documents with annotations that help track effectiveness
<p>We will continue to develop high quality teaching using the 'adaptive teaching' approach ensuring all staff receive training, guidance and coaching from whatever their starting points</p>	<ul style="list-style-type: none"> • New staff receive induction and support to use adaptive teaching and whole class strategies so that all pupils gain the maximum amount from lessons • The following features will be evident in all lessons <ul style="list-style-type: none"> ○ Gain Attention, ○ Check prior knowledge, ○ Systematic engagement in questioning (whiteboards, think pair share and cold calling) ○ Modelling and Scaffolds. ○ Practice and rehearsal through talk and writing, ○ Formative assessment and live marking are used consistently to determine whether pupils are successful against the expectations of each lesson and supportive responses will be made in response • Latest evidence on the use of adaptive teaching strategies continues to be reviewed and shared with teachers • The impact of the teaching on all pupils continues to be monitored and reviewed by leaders with a specific focus on disadvantaged pupils
<p>Where children have not made good progress in core lessons, additional support will be provided in small groups or on a 1:1 in a same day catch up session</p>	<ul style="list-style-type: none"> • Children immediately build on learning able to access the following day's learning. • Additional adult focus and pre-teaching used for those who have not shown expected level of understanding (for reading, writing and maths) or missed lessons • When planning intervention, care will be taken to ensure that learners still access the full curriculum over time
<p>Where children have gaps in their knowledge, they will receive small group or 1:1 tutoring</p>	<ul style="list-style-type: none"> • Afternoon interventions, led by Teaching Assistants and teachers cover key areas of learning including using effective interventions
<p>To address the knowledge and skill gaps, we will continue to</p>	<ul style="list-style-type: none"> • Subject leaders continue to review and develop their curriculum maps and resources so that

<p>develop the curriculum so that all children gain and retain key knowledge</p>	<ul style="list-style-type: none"> ○ skills and knowledge build from EYFS to Y6 ○ key skills, core knowledge and key vocabulary are reinforced across subjects and over time. ○ Tasks are linked directly to core learning ○ There are regular opportunities to link and reinforce learning. ○ Planning takes into account cognitive overload and learning is chunked and presented accordingly ○ Cumulative quizzing is integrated into lesson planning. ○ Support for literacy difficulties is provided so progress in subjects is not impaired ● Vocabulary teaching enables all pupils to develop the cultural capital to access the learning <ul style="list-style-type: none"> ○ Core vocabulary identified – ○ displayed on wall – ○ included in LOs, explained, and illustrated including dual coding. ○ used repeatedly and focused on in a number of lessons ○ included in quizzes and end of unit checks ● Knowledge Organisers used for Science, History, Geography and RE to ensure children gain core knowledge and as a tool to connect previous and current learning
<p>We will ensure all pupils receive the reinforcement of core skills needed to provide effective and progressive learning over time</p>	<ul style="list-style-type: none"> ● Reinforcement is included in the curriculum to reduce gaps widening where pupils receive less support outside of school ● Retrieval practice such as fluency tasks in core subjects ensure children retain the key skills, knowledge including vocabulary, such as 'flash backs' in maths, science, history and geography ● Games for repeated practise of core knowledge ● Reading and maths homework are provided at a level that each individual child can access ● Support provided – extra reading and tutoring for those that are not receiving the fluency support outside of school
<p>Weekly Maths homework club</p>	<ul style="list-style-type: none"> ● Children to attend with their parents ● Child receives support ● Parent able to encourage and assist and increase own understanding of our 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"> ● Provision of financial support for uniforms, equipment and access to enrichment activities such as trips and sports ● 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</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

and support those that need more specific help.	<ul style="list-style-type: none"> • A range of strategies including using external agencies are provided as required.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding).

Teaching (CPD, recruitment and retention)

Budgeted cost: £ 14,000

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>Focus on Teaching Some vs Teaching all adaptive teaching approach,</p> <p>Focus on adaptive teaching</p>	<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>	2, 3
<p>CPD for teachers and TAs on meeting emotional needs, supporting well-being and developing metacognition</p>	<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>	2,3,5,6
<p>Coaching to continue develop live marking with immediate support/ intervention by teacher/ TA in whole class lessons</p>	<p>Teacher Feedback to Improve Pupil Learning - Six recommendations for using teacher feedback to improve pupil learning. EEF</p>	2,3
<p>Purchase of standardised diagnostic assessments.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2,3

Training for staff to ensure assessments are interpreted and administered correctly.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher time to embed key elements of guidance in school and to provide maths teaching in year groups.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Reducing class size EEF	2,3,4,5
Staff training on metacognition and self-regulation Cost: training materials and time	EEF - Metacognition and self-regulation Very high impact for very low cost based on extensive evidence Development Matters 2021	1,5
Where disadvantaged pupils have SEND, class teachers, SLT and the SENCO will work together identify different barriers to learning and provide short and long term strategies	EEF: Special Educational Needs in Mainstream Schools	2,3,5

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted support within class for maths and literacy Cost: Teaching Assistant time	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	2,3,4
Specific short-burst reinforcement/ targeting by TA each afternoon	Making Best Use of Teaching Assistants - EEF Second Edition Published 12 October, 2018 Small group tuition Teaching and Learning Toolkit EEF	2,3,4,5

One to one and small group tuition for pupils in need of additional support or those who have missed key learning, Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2,3
Writing conferencing in UKS2 Cost: teacher time	One to one tuition. High impact for moderate cost based on moderate evidence -EEF	2,3,4
Targeted support for 1:1 reading Cost TA Time	The reading framework Teaching the foundations of literacy July 2021	2,3,4
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: £3,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

<p>improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and additional funding for attendance officer for carrying out roles</p>		
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Cost</p> <ul style="list-style-type: none"> • All teachers attend Paul Dix Training • training time for teachers within staff meetings and • weekly training for teaching assistants (Led by SLT) • monthly trainings for MDAs led by SLT 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	5,6
<p>Staff training on trauma and attachment awareness, developing an ethos supportive to mental health wellbeing.</p>	<p>DFE - Mental health and behaviour in schools November 2018</p>	1,5,6
<p>STEPS training for all staff to ensure consistency of therapeutic approach</p> <p>Cost: training for STEPS trainer within school staff</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	5,6
<p>Support for access to wider curriculum and enrichment for targeted pupils including trips and visits</p> <p>Cost: £1000 per annum</p>	<p>Key aspect of School Vision and strength identified by Ofsted Implementing inclusive education</p> <p>374 Implementing Inclusive Education.pdf (publishing.service.gov.uk)</p>	1.5,6
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	5,6

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> • Moodtracker app to increase communication of social and emotional needs £360 • Friendship club for specific pupils • Peer mediator training for pupils 	<p>attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 31,815

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.

Our PP is now around 16% (there is some fluctuation with cohort).

One year group Y4 has a much higher percentage of PP eligible pupils at 40%

Impact of the last strategy and on last year's cohort includes

- The continued raising of awareness of who the target children are and their individual barriers to learning with teachers taken increasing responsibility for ensuring strategies were in place, reviewed each term and updated in the light of outcomes
- Further development of the curriculum to ensure that pupils who have initial barriers to learning have high quality teaching with strategies such as scaffolding, modelling, live feedback
- Greater understanding of the mastery approach for maths
- An increase in pedagogy focused on ensuring that teachers maintain the involvement and engagement of all learners. This was recognised during a commissioned School Visit on behalf of HCC

"This academic year, leaders have introduced 'teaching some vs teaching all'. This approach is evidence based. It focuses on supporting teachers check that all pupils are focused and thinking, so they can build new learning on prior knowledge to make meaning and receive feedback that moves them forward. Leaders and teachers explained how the PP strategy statement closely aligns with the school development plan and peer review priorities and how these inform teacher appraisal. Lesson visits indicated that the 'teaching some vs teaching all' approach is embedding. A range of strategies were observed. For example:

- *teachers used modelling and worked examples to scaffold learning/adaptive teaching;*
 - *teachers referenced prior learning to support pupils build knowledge and make connections;*
 - *learning was broken down into small steps that built in complexity as lessons progressed;*
 - *strategies to ensure that all pupils were attentive were used well;*
 - *teachers provided thinking time for pupils to work through examples together before asking them to work independently checking that learning was secure;*
 - *teachers 'checked in' regularly with the most disadvantaged pupils to ensure they had understood the concepts/ knowledge being taught and were on task with their learning activities. "*
- The school continued applying the principles of the Raising Attainment with Well Being for which the school was awarded the Silver Mark (2023) in order to ensure the culture and ethos supported the progress of all pupils
 - 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 reading

Data for Pupil Premium Eligible Pupils

EYFS - No PP eligible pupils in Y1

Y1 Phonics: No PP eligible pupils in Y1

Y4 Multiplication Tables Check

PP Achieving maximum score was 0%

KS2 SATS

Maths: P pupils: 20% at EXS: (below national average for all pupils of 73%)

Reading: PP pupils: 40% at EXS: (below national average for all pupils of 74%)

Writing: PP Pupils 20% at expected. (Below national average for all pupils of 72%)

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	Teaching Times
Aspects family & pupil support service.	admin@aspects.org.uk
Flourish with Debbie pupil coaching	Debbie Shirley
Moodtracker	SAASTEC
White Rose Maths	White Rose
Letter join	Green and Tempest Ltd
The write stuff	Jane Considine
Charanga	Charanga
Read Write Inc	Ruth Miskin
Purple Mash	2Simple

Further information (optional)

The use of an additional teacher for mathematics in 2021 – 2025 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.