

Pupil premium strategy statement (Primary)

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

Metric	Data
School name	Spellbrook Primary School
Pupils in school	100
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£15840
Academic year or years covered by statement	2019-22
Publish date	01 December 2020
Reviewed date	11 th June 2020
Reviewed by	Jeremy Fisher and Patricia Howard
Next Review date	01 November 2021
Statement authorised by	Jeremy Fisher and Patricia Howard
Pupil premium lead	Jeremy Fisher
Governor lead	Fay Clark

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Suppressed due to low number of children
Writing	Suppressed due to low number of children
Maths	Suppressed due to low number of children

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Suppressed due to low number of children
Achieving high standard at KS2	Suppressed due to low number of children

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 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>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 well trained in order to deliver the programme consistently effectively.</p> <p>Mixed age training for subject lead</p> <p>Release time for subject lead and head – sharing good practise, developing expertise including strategies for the disadvantaged.</p> <p>Maths specialist teacher in-school support – release time for subject lead and teachers where appropriate.</p> <p>Maths mastery twilight training sessions</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	£5,000 (in addition to funding from Hub)

Priority 2: Targeted academic support for current academic year

Measure	Activity
Priority 2a Phonics and Reading	<p>Embed use of RWI Systematic synthetic phonics programme.</p> <p>Through whole class reading approach and provision of quality texts across all year groups increase reading for pleasure.</p> <p>Targeted support for disadvantaged by teacher and teaching assistant.</p> <p>Identified pupils in receipt of PPG will make accelerated progress commensurate with their starting points.</p> <p>English and phonics interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Staffing costs for provision of specific intervention and bespoke curriculum support 1:1, small group or in-class.</p> <p>(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> <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.</p> <p>(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	<p>Encouraging wider reading and providing catch-up in mathematics, English and phonics – supporting areas of weakness.</p> <p>Identifying gaps and responding to these through targeted provision – preteaching/ reteaching/ overteaching – keep up support</p>
Projected spending	£7340

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>**Breakdown of projected costs**</p> <p>Educational visits support – equal opportunity to attend trips including residential trips</p> <p>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</p> <p>Access to therapeutic support including our partner ‘Apsects’. Support for pupils with emotional or wellbeing difficulties (low self-esteem/ confidence, anxieties). £700</p> <p>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.</p> <p>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	<p>Use of attendance officer to support families with attendance and acute need</p> <p>Aim/impact to increase attendance levels of those eligible for PPG</p>
Barriers to learning these priorities address	<p>Improving attendance, readiness to learn and emotional well-being for the most disadvantaged pupils, creating a more level playing field of experiences</p> <p>Provide well thought out cultural capital opportunities.</p>
Projected spending	£3500

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 20
Progress in Writing	Achieve national average progress scores in KS2 Writing or above (0)	July 20
Progress in Mathematics	Achieve national average progress score in KS2 Mathematics or above (0)	July 20
Phonics	Achieve national average expected standard in PSC	July 20
Other	Improve attendance of disadvantaged pupils to target (96%+)	July 20

Review: last year's aims and outcomes

Aim	Outcome
Consistency in quality of teaching and learning across the school	Teaching meets the needs of the pupils in the class. Successful CPD inc visits to other schools – T & L judged as good. Regular monitoring, gaps addressed, AfL in place.
Improved progress through teacher accountability	Rigorous, robust termly pupil progress meetings – planning addresses barriers to learning. Progress from KS1 to KS2 improved in 2019 from 2018 in reading, writing and mathematics.
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
Early intervention in Early Years and KS1	Targeted learning support had a great impact in the early years progress and attainment from January 2019 to July 2019. Early intervention has had an impact in KS1 however more work to take place on this next year to further improve outcomes particularly through the new RWI and power maths schemes where the aim is to keep up rather than have a need later to catch up.
Sufficient intervention time	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.