

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sproatley Endowed CE Primary Academy
Number of pupils in school	109 full time Y1-6
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	D Hoskins
Pupil premium lead	G Pepper
Governor / Trustee lead	C Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,295

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community leaving no child behind and celebrating their uniqueness.

We have the same aims and objectives for our disadvantaged pupils as our non-disadvantaged pupils, we believe in equity and building those children up so they can reach just as high as their peers.

Our current pupil premium strategy tailors the support we put in to the individual needs of the children. For some children, it may be the opportunity to learn an instrument, or to attend an educational visit, for others it is emotional support provided by our behaviour and well-being lead.

The key principles of our strategy plan are to know and tailor the pupil premium support to meet the needs we identify.

## Challenges

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

Challenge number	Detail of challenge
1	Wide ranging spectrum of individual needs within our pupil premium pupils.
2	Emotional support needs are higher due to the current Covid/lockdowns situation.
3	Remote learning and school closures have impacted on the attainment gap. Children need support to get back on tracking in reading, writing and maths.

## 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
To personalise the provision to meet the individual needs of our pupil premium children to allow them the same chances as their peers.	Pupil premium spend will be tailored to the individual needs.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.	Data tracking will show that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths. Intervention records show that children have successfully completed their learning and pre and post tests show impact. Phonics data shows that disadvantaged children have made good progress and the % of children who met the standard has improved. Book looks show that there is an improvement in the quality and quantity of children's writing

## 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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ behaviour and wellbeing lead for a further year.	Pupil voice, VCL and daily check ins indicate that the children carry a range of worries and emotional baggage that need to be supported to allow them to access their learning.	2
TA time for classes with high number of SEND & PP pupils.	Progress was more marked when TAs supported pupils in discrete well defined areas of work or learning. Findings suggest that support to individual pupils should be combined with supported group work that facilitates all pupils' participation in class activities.  Support, embedded as 'standard' school practice, with the type and extent of support provided planned on an individual basis, has implications for the destigmatisation of supported pupils.  <i>(The impact of adult support staff on pupils and mainstream schools – 2009)</i>	1, 3
Pupil progress meetings are held to use data and the MARK analysis tool to identify where support is required for the coming teaching cycle.	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress. Recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. In our case MARK and Shine will provide the analysis and teaching sequence that can be followed by our skilled staff. This will cut down on the amount of time spent on the organisation and allow the time allocated to have the most impact	1,3
CPD for all staff to ensure successful delivery of Little Wandle phonics programme. Resources and books to support delivery	Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an	3

	<p>additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6990

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One Maths Tutoring with third space learning.	The EEF report describes Third Space Learning as “an excellent holistic learning experience via one-to-one tuition that individualises learning and has the potential to accelerate it.”	3
Lexia Learning	<p>The EEF report states:</p> <p>Children who received the Lexia programme excelled in reading, making two months of additional progress in comparison with their peers in the control group. Also, children eligible for Free School Meals (FSM) who took part in the programme made an additional three months of progress compared to children eligible for FSM who did not receive the intervention.</p> <p>They suggest that the Lexia programme could be used to support learners struggling with reading. However, crucially, they also indicate that the programme may be more effective for children eligible for FSM, which means it shows early signs of potential as an attainment gap closer.</p>	3

## Wider strategies – Equal opportunities

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons	There is evidence of the impact of music making on pro-social behaviour in children ... Collective music making supports co-operation, pro-social behaviour, belongingness, relationships, collaborative learning, solidarity, taking turns, teamwork and helping others. ( <i>Prof Susan Hallam : The Power of Music.</i> )	1
Educational Visits	Inclusion. To provide pupils with the same opportunities as others.	1

**Total budgeted cost: £21,990**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Our team worked hard to support the children on their full return to normal in September 2020. Their caseloads increased and much time was spent dealing with the social and emotional impact of an extended period of no school and the rebuilding of behaviour expectations. During the lockdown period in Spring 2021 the focus was on supporting both internally and remotely the well being of the PPG children and their families. There was a high priority placed on checking with each vulnerable family each week and targeting additional support. On return to school parents and children reported that they felt supported by the school. During the period following lockdown when National attendance figures dropped across the country Sproatley attendance was initially 100%, then overall attendance for the Summer term 2021 was 96.9%. During this period staff were able to accurately assess the pupils and identify learning deficits which were promptly addressed.