



**Through our Christian Values -  
Friendship, Compassion, Trust  
and Respect:**

**We Encourage, Build & Hope  
together...no one left behind.**

Based on 1 Thessalonians 5-11



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/23 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 with priorities expected to continue over a 3 year period, and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sproatley Endowed Church of England Primary Academy
Number of pupils in school	106 13 Nursery
Proportion (%) of pupil premium eligible pupils (N-Y6)	8.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 23
Date this statement was reviewed and published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Victoria Tippett
Pupil premium lead	Vic Tippett
Governor / Trustee lead	Chris Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,145
Recovery premium funding allocation this academic year National Tutoring Funding	£2430
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	£25,575

## 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.**

*'We encourage, build and hope together...no-one left behind.'*  
*Based on 1 Thessalonians 5-11*

## **Achieving our Objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b><u>Social, Emotional and Wellbeing Needs</u></b> – A large majority of Pupil Premium children have many social and emotional barriers, including low resilience, stamina, social skills (including oracy) that impede on their progress.
2	<b><u>Attainment and Progress</u></b> – The progress and attainment of PPG pupils in reading, writing and maths is not in line with progress and attainment outcomes of non-pupil premium children.
3	<b><u>Knowledge and Understanding of the Wider World</u></b> – Many PP children have a limited range of life experiences reducing their knowledge and ability to then apply to learning and limiting aspirations.
4	<b><u>Weak speech and language and communication skills on entry to nursery and reception</u></b> – on-entry, nursery children require a great focus on speech, language and communication skills and managing feelings and behaviour.

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
<b><u>Social, Emotional and Wellbeing Needs</u></b> The behaviour within the school remains good and improves even further. · Children's mental health improves, shown	· WEB team will identify vulnerable children and work together as wellbeing team to support children (1-1, small group). · Support for PPG pupils with identified

<p>in Boxall profiling Exclusion rate to be 0%</p> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>· Positive behaviour tracking for PP children.</li> <li>· CPOMS entries</li> <li>· Access to support from Behaviour and Wellbeing Lead</li> </ul>	<p>barriers to learning through a range of targeted emotional/mental health interventions, Worry-box, and social groups.</p> <ul style="list-style-type: none"> <li>· Purchase of resources and training of staff to support children with social and emotional mental health difficulties.</li> <li>· Daily PSHE session as whole class linked to wellbeing needs of children (eg. resilience, stamina, anger management, respect for self and others).</li> <li>· Weekly assemblies linked to wellbeing and safeguarding</li> <li>· Daily checks ins to support all children including vulnerable PPG children</li> <li>· Lunchtime provision in the form of clubs to offer additional provision to support vulnerable PPG children.</li> <li>· 'The Heron Room' is used regularly for KS1 and KS2 which addresses children's learning, behaviour, emotional and social needs through small groups.</li> <li>· Special Educational Needs provision. Support for KS1/KS2 PPG pupils with identified barriers to learning through directed support from assistant teachers.</li> <li>· SEN/ intervention training for staff to support PPG</li> <li>· Boxall profiling and mental health training to be developed to ensure quality wave 1 inclusive provision and targeted support for additional specific support identified.</li> <li>· SEMH team to identify, monitor and give support to vulnerable children</li> <li>· All PP children to receive the option of free access to breakfast club so they have a positive start to the day with a healthy breakfast, providing a nutritious breakfast and a calm start to the school day.</li> <li>· Restorative practice is embedded in school to embed a culture of respect, trust, honesty and courage.</li> </ul> <p>Wellbeing sessions will be implemented resulting in children understanding why they feel as they do and how they manage their emotions and behaviours as a result.</p>
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>· Gap between PP and non PP children progress closes in Reading, Writing and Maths</li> <li>· Gap between PP and non PP children progress closes across all foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>· Evidence (data, books, observations) shows improved progress in each cycle for all PP children.</li> <li>· Interventions show PP children are rapidly closing gaps.</li> </ul> <p>Pupil voice show children are retaining and applying more 'sticky knowledge'.</p> <ul style="list-style-type: none"> <li>· PP children are able to access whole</li> </ul>

<ul style="list-style-type: none"> <li>· Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national.</li> <li>· PP children in Early Years close the gap in achieving ELGs in comparison to non PP.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>· Internal progress measure throughout the year.</li> <li>· Ebor data capture 3 times per year.</li> <li>· End of Key Stage 2 data.</li> <li>· End of Key Stage 1 data.</li> <li>· End of EYFS data.</li> <li>· Year 1 and Year 2 Phonics Data.</li> </ul>	<ul style="list-style-type: none"> <li>· class learning with reduced interventions.</li> <li>· Additional AT and teacher hours supporting children to close gaps</li> </ul>
<p><b><u>Knowledge and Understanding of the Wider World</u></b> – to grow experiences and raise aspirations</p> <ul style="list-style-type: none"> <li>· Children see beyond what they are experiencing in the village and understand the world beyond.</li> <li>· Children show greater responsibility for our world.</li> <li>· Children have higher aspirations.</li> </ul> <p>Children have more opportunities to draw on wider knowledge and understanding of the world and as a result:</p> <ul style="list-style-type: none"> <li>o Gap between PP and non PP children progress closes in Reading, Writing and Maths</li> <li>o Gap between PP and non PP children progress closes across all foundation subjects.</li> <li>o Ensure a greater number of PP children achieve EXP progress at KS1 and KS2 to fall in line with national.</li> <li>o PP children in Early Years close the gap in achieving ELGs in comparison to non PP.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>· Pupil voice</li> <li>· Roles and responsibilities of pupils in school and action planning reviews by children</li> <li>· Ebor data capture 3 times a year.</li> <li>· Teacher assessments</li> </ul>	<ul style="list-style-type: none"> <li>· Curriculum planning focuses on needs of children and grows children's key life skills, knowledge and vocabulary.</li> <li>· Priority to improve knowing and applying key 'sticky knowledge' for all.</li> <li>· Opportunities are planned to inspire children within the National Curriculum – mini projects linked to learning/outside providers</li> </ul> <p>Every PP child has the opportunity to attend school trips/residentials.</p> <ul style="list-style-type: none"> <li>· Every PP child has the opportunity to take part in extra curricular clubs.</li> <li>· Every PP child has the opportunity to take part in competitive sports, representing their school.</li> <li>· PP children are signposted and supported to join outside clubs.</li> <li>· School works positively with families to make sure they are accessing opportunities.</li> </ul>
<p><b><u>Weak speech and language and communication skills on entry to nursery and reception</u></b> - on-entry, nursery children require a great focus on speech, language and communication skills and managing feelings and behaviour</p> <ul style="list-style-type: none"> <li>o PP children in Early Years close the gap in achieving ELGs in</li> </ul>	<ul style="list-style-type: none"> <li>· Early speech and language referrals ensure children and families have early support impacting on rapid improvement of speech and language.</li> <li>· Check ins every day in every class to promote pupil voice and wellbeing</li> <li>· PSHE daily sessions to promote pupil voice and wellbeing.</li> <li>· Restorative culture will support children to manage their emotions and</li> </ul>

<p>comparison to non PP.</p> <ul style="list-style-type: none"> <li>o Gap between PP and non PP children progress closes in Phonics, Reading, Writing and Maths</li> <li>o Children's wellbeing and behaviour for learning is good.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>· Ebor data capture 3 times a year.</li> <li>· Teacher assessments</li> </ul>	<p>behaviours.</p> <ul style="list-style-type: none"> <li>· Oracy programme in place in EYFS <ul style="list-style-type: none"> <li>o Modelling of speaking and listening daily, targeted CLD.</li> <li>o Speaking in full sentences.</li> <li>o 1-1 understanding comprehension sharing books and discussing.</li> <li>o Social communication groups.</li> </ul> </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: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ behaviour and wellbeing lead for a further year.</p> <p>£5800</p>	<p>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.</p>	1,2,3
<p>TA time for classes with high number of SEND &amp; PP pupils.</p> <p>£2000</p>	<p>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 <b>class</b> 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.</p>	1,2
<p>Provide structured reading material in KS2 to ensure progression of reading from KS1</p>	<p>A structured reading scheme to be bought for KS2 to ensure continuation of reading progress from Little Wandle phonics scheme. TA time given to PP children to ensure that they read as frequently as needed.</p>	1,2

£1000		
-------	--	--

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

**Budgeted cost: £ 6990**

LEXIA £1598 (half of a two year contract of £3196)	The EEF report states: 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 participated in the programme made an additional three months of progress compared to children eligible for FSM who did not receive the intervention. 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.	2
Little Wandle phonics catch up intervention £854	Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. This quote from the Reading framework (2021) makes it clear why this is so important: 'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading.'	2

	They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.’	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Wider Strategies-Equal opportunities

### Budgeted costs £3000

Music lessons £1500	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. (Prof Susan Hallam : The Power of Music.)	1,2
Free Breakfast Club	Research shows hungry children do not perform as well.	1,2
Subsidised visits £5000	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum  For some of our pupils the only time away from home, experiencing the wider world during the year is on school residentials and school trips. Improving experiences impacts on academic attainment and progress.	2,4
Swimming and enhanced curriculum opportunities £2000	All children should be taught water safety and have the opportunity to learn to swim as part of our Safeguarding Curriculum. Enhanced curriculum opportunities such as clubs/trips/focused curricular experiences <b>enhance student learning, engagement, experience and outcomes.</b>	1,2,3

## 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.

Our school's assessment process during 2020/21 suggested that the performance of disadvantaged pupils was still not in line with their peers in key areas of the curriculum but particularly in writing and maths. A significant factor contributing to this is the remaining impact of Covid-19 which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Our Wellbeing Lead and team observations and meetings indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to continue to appoint a wellbeing lead for all pupils, and targeted interventions where we felt it was required..

## Externally provided programmes

Programme	Provider
TT Rockstars Maths Circle	TT Rockstars Maths Circle
NTS	GL assessments
Little Wandle	English Hub
PSHE	PSHE Association
Boxhall Profiling	Boxhall

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Use of Sports Premium funding to offer sporting clubs to pupils. Pupil Premium children are also targeted to take part in competitive sports to give them more opportunities.