

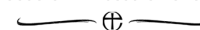
Sproatley Endowed CE Academy



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) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Vic Tippett
Pupil premium lead	Vic Tippett
Governor / Trustee lead	Chris Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13527.00
Recovery premium funding allocation this academic year	£1450
School led tutoring funding	£1012.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year	£15,989.50

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
--	--

Part A: Pupil premium strategy plan

Statement of intent

**‘We encourage, build and hope together...no-one left behind’
based on 1 Thessalonians 5-11**

We aim to develop each child fully - socially, physically, intellectually, morally and spiritually by fostering a caring inclusive community where no child is left behind and uniqueness is celebrated. 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 to reach just as high as their peers. Our current pupil premium strategy tailors the support we put into the individual needs of our children. For some children, it may be the opportunity to learn an instrument, or to attend an educational visit or residential trip; for others, it is emotional support provided by our wellbeing lead. The key principles of our strategy plan are to know and tailor the pupil premium support to meet the needs we identify.

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.

Challenge number	Detail of challenge
1	<i>Social, Emotional and Wellbeing Needs – 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.</i>
2	<i>Attainment and Progress– 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.</i>
3	<i>Knowledge and Understanding of the Wider World – Many PP children have a limited range of life experiences reducing their knowledge and ability to then apply to learning and limiting aspirations.</i>

4	Poor speaking and listening and language skills on entry - our children need a focus on developing language 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.

Intended outcome	Success criteria
<i>Social, Emotional and Wellbeing Needs</i>	<ul style="list-style-type: none"> ● WEB team to identify vulnerable children and work to support children including intervention ● Support for PP children with barriers to learning through targeted SEMH intervention ● Resources and training to support SEMH needs ● Daily check ins to support all children ● lunchtime support ● Heron Room used for SEMH intervention and wellbeing support ● PP children have to have access to breakfast club for free for a calm start to the day ● Restorative practice embedded to promote a culture of respect, trust honesty and courage ● Forest schools
<i>Attainment and Progress</i> <i>Gap closes between PP and non-PP children</i>	<ul style="list-style-type: none"> ● Evidence in books, data, observations and pupil voice shows improved progress for PP children ● interventions close gaps ● pupil voice shows more sticky knowledge is retained ●
<i>Knowledge and Understanding of the Wider World</i> <i>raise aspirations and widen horizons</i>	<ul style="list-style-type: none"> ● Curriculum planning ensures cohesive and progressive learning building sticky knowledge over time ● Curriculum planning focuses on needs of children and grows children's key life skills, knowledge and vocabulary. ● Priority to improve knowing and applying key 'sticky knowledge' for all. ● Opportunities are planned to inspire children within the National Curriculum – mini projects linked to learning/outside providers ● Every PP child has the opportunity to attend school trips/residentials.

	<ul style="list-style-type: none"> • Every PP child has the opportunity to take part in extra curricular clubs. • Every PP child has the opportunity to take part in competitive sports, representing their school. • PP children are signposted and supported to join outside clubs. • School works positively with families to make sure they are accessing opportunities.
Speaking and listening and language skills	<ul style="list-style-type: none"> • Early speech and language referrals ensure children and families have early support impacting on rapid improvement of speech and language. • Check ins every day in every class to promote pupil voice and wellbeing · PSHE daily sessions to promote pupil voice and wellbeing. • Restorative culture will support children to manage their emotions and behaviour • SaLT interventions in place

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ and train wellbeing lead</i>	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.	1, 2, 3, 4
<i>CPD</i>	High quality CPD following EEF principles - EEF research used to develop staff understanding of cognitive science and effective teaching especially in reading	1, 2, 3, 4

<i>Little Wandle training including interventions</i>	All staff trained in Little Wandle which is regularly updated including SEND programme and Rapid Catch Up intervention	1, 2, 3
---	--	---------

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

Budgeted cost: £7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support for classes with high SEND and PP</i>	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 de-stigmatisation of supported pupils	1, 2
<i>1:1 and small group intervention</i>	EEF guidance: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
<i>KS2 reading intervention</i>	SEND Little Wandle programme implemented 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	1, 2, 3, 4

	<p>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 7 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.'</p>	
<p><i>Lexia</i> £1598</p>	<p>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.</p>	<p>1, 2</p>

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

Budgeted cost: £4,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Music lessons</i></p>	<p>There is evidence of the impact of music making on pro-social behaviour in children. Collective music making supports cooperation, pro-social behaviour, belongingness, relationships, collaborative learning, solidarity, taking turns, teamwork and helping others. (Prof Susan Hallam : The Power of Music.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-lear</p>	<p>1, 2</p>

	ning-toolkit/arts-participation Evidence shows the impact learning an instrument has on the learning and development of children. 3, 4, 5 7 Equity of offer within our music program is valued - all children should be given this opportunity should they choose and financial circumstances will not be a barrier	
<i>Free Breakfast Club</i>	Research shows hungry children do not perform as well.	1,2
<i>Subsidised visits (including residentials and swimming)</i>	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
<i>Wellbeing sessions and support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Support for children to self-regulate and interact effectively with peers, to prepare for transition	1

Total budgeted cost: £16,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A range of interventions supported disadvantaged children and showed a positive impact on progress.

Welfare and wellbeing of children is closely monitored and supported through check ins and wellbeing intervention. Families are supported by the WEB team including through robust safeguarding and attending multi-agency meetings. PAs are monitored closely and supported to improve attendance. Trips included a Year 5/6 residential were provided for PP children including music lessons.

Little Wandle phonics scheme is well embedded and showing positive impact on all children including disadvantaged, including KS2 Rapid Catch Up intervention.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TTRockstars	TTRockstars Maths Circle
Little Wandle	Wandle Learning Trust
PSHE	PSHE Association
Music Tuition	East Riding School Music Service

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

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.