

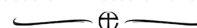
# Sproatley Endowed CE Academy Pupil Premium Strategy Statement



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

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

Based on 1 Thessalonians 5-11



**2024/5**

This statement details our school's use of pupil 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	118
Proportion (%) of pupil premium eligible pupils	11 (R-Y6) 12.3%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Victoria Tippett
Pupil premium lead	Victoria Tippett
Governor / Trustee lead	Chris Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,760.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 340.00
<b>Total budget for this academic year</b> <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>	£ 18,100.00

# 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**

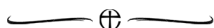
Our aim is deeply rooted in our Christian vision and ethos that permeates everything we do at Sproatley Endowed Church of England School.



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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. Therefore, our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support our disadvantaged children achieve this goal and for all our children to make good progress from where they are. The actions outlined in this report will also take into account the needs of our vulnerable children whether they are disadvantaged or not.

For example, quality-first teaching is at the heart of our inclusive approach with a robust strategy to identify and mitigate any barriers to learning that our disadvantaged children may face. High-quality teaching has been evidenced as being the most effective strategy to close the disadvantage attainment gap but it also embraces our Christian vision that no-one is left behind: all children benefit from effective teaching.

Our approach is based on the following strategies and approaches:

- We have adopted a whole school culture where all staff are responsible for the progress and attainment of our disadvantaged children. This starts with an informed understanding of each child and their specific needs. This continues with high expectations of what each child can and will achieve.
- We assess our children regularly and communicate effectively so that early support can be given. Interventions and support are monitored and adapted accordingly.
- Staff receive the relevant CPD and training to be able to support children effectively. Understanding needs ensures that children can be challenged and supported effectively.

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Wellbeing Needs – Our Pupil Premium children have social and emotional barriers, including low resilience, stamina, social skills (including oracy) that impede on their progress.
2	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.
3	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.
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"><li>• WEB team to identify vulnerable children and work to support children including intervention</li><li>• Support for PP children with barriers to learning through targeted SEMH intervention</li><li>• Resources and training to support SEMH needs</li><li>• Daily check ins to support all children</li><li>• lunchtime support</li><li>• Heron Room used for SEMH intervention and wellbeing support</li><li>• PP children have to have access to breakfast club for free for a calm start to the day</li><li>• Restorative practice embedded to promote a culture of respect, trust honesty and courage</li><li>• Forest schools</li></ul>

<p><i>Attainment and Progress</i>  <i>Gap closes between PP and non-PP children</i></p>	<ul style="list-style-type: none"> <li>• Evidence in books, data, observations and pupil voice shows improved progress for PP children</li> <li>• interventions close gaps</li> <li>• pupil voice shows more sticky knowledge is retained</li> <li>•</li> </ul>
<p><i>Knowledge and Understanding of the Wider World</i>  <i>raise aspirations and widen horizons</i></p>	<ul style="list-style-type: none"> <li>• Curriculum planning ensures cohesive and progressive learning building sticky knowledge over time</li> <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> <li>• Every PP child has the opportunity to attend school trips/residentials.</li> <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>Speaking and listening and language skills</p>	<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 · PSHE daily sessions to promote pupil voice and wellbeing.</li> <li>• Restorative culture will support children to manage their emotions and behaviour</li> <li>• SaLT interventions in place</li> <li>• Early identification of needs using WellComm</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil 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
<i>Employ and train wellbeing lead and wellbeing TA</i> <i>CPD for all TAs as part of Tier 1 wellbeing</i> <i>Continue to embed the 3 tiered system including employing a wellbeing specialist for Tier 1 specialist interventions</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>Staff CPD on Quality-first teaching</i> <i>Investment in Steplab: professional learning platform that helps schools improve teaching and learning through a system of flexible, evidence-based instructional coaching.</i>	High quality CPD following EEF principles - EEF research used to develop staff understanding of cognitive science and effective quality-first teaching	1, 2, 3, 4
<i>Speech and Language interventions including Wellcomm (speech and language toolkit for schools and early years settings that uses a screening process and a traffic light system to identify children who may have potential communication difficulties.)</i> <i>It provides resources, including age-appropriate activities, to support language development and helps us decide</i>		

whether a child needs immediate intervention, further support from the school, or a referral to a speech and language therapist.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4000

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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	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	1, 2, 3, 4

	<p>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 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: £2100

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>1, 2</p>

	<a href="#">EEE</a> 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</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 residential and school trips. Improving experiences impacts on academic attainment and progress	2, 4
<i>Wellbeing sessions and support</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/</a> Support for children to self-regulate and interact effectively with peers, to prepare for transition	1

**Total budgeted cost: £18,100**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils in the year 2023/4

#### **Summary:**

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 if they wanted to learn a musical instrument. Little Wandle phonics scheme is well embedded and is showing positive impact on all children including disadvantaged, including KS2 Rapid Catch Up intervention.

#### **1) Wellbeing Impact:**

The new Wellbeing lead has been trained and is responsible for interventions-evidence from pupil voice indicates that children feel supported, safe and happy in school.

#### **2) Little Wandle**

All staff have completed the Little Wandle training and have enabled consistency of Phonics delivery across the school. PSC was 80% pass rate. Reading at KS1 was 77% EXP

#### **3) TA support for classes with high SEND and PP**

The role of the TA has been scrutinised to ensure maximum effectiveness. Barriers to learning have been identified and specific TAS have been given roles to support children with needs. All TAS have been given training in adaptive teaching and understanding how to identify and address barriers to learning.

#### **4) ) 1:1 interventions and small groups**

TAs have been allocated specific interventions according to their strengths and interests. Disadvantaged pupils were targeted to receive extra catch-up support in Phonics, Reading, Writing and Maths. The system remains fluid and changes in response to tri-annual assessments and progress in lessons.

#### **5) KS2 reading interventions including Lexia**

Lexia Progress reports show that children have made progress in their phonics, comprehension and vocabulary.

#### **6) Speaking and Listening and language skills**

Dedicated SEND support to deliver speech and language interventions throughout school has ensured that children have had access to the interventions recommended by SALT.

#### **7) Enrichment opportunities**

Variety of enrichment opportunities including clubs, trips and Y5/6 residential. Different Special Days and Weeks planned so that all children experienced enrichment through visits and visitors. Music lessons were offered free to our disadvantaged pupils. Pupil voice indicates that the children have enjoyed the experience and it has boosted their self-confidence. Wraparound care is also offered to help with children's wellbeing-building positive relationships.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Little Wandle	Wandle Learning Trust
PSHE	PSHE Association
Music Tuition	East Riding School Music Service

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
1:1/ small group interventions and interventions for specific areas of need.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Evidence that the interventions have improved our children's barriers to success.

## 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.*