

Pupil premium strategy statement – Sproatley Church of England Primary Academy 2025/6

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	124 (96 Y1-6)
Proportion (%) of pupil premium eligible pupils	10 (Y1/6) (11.45%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/6 2026/7 2027/8
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
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	£12855
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
Total budget for this academic year <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>	£12855

Part A: Pupil premium strategy plan

Statement of intent

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



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	<p>Identified barriers to learning:</p> <p>Disadvantaged children may have social and emotional issues which means they are receiving wellbeing support and agency involvement. A proportion of disadvantaged pupils also have special educational needs, requiring additional support to meet both academic and developmental needs. These barriers to learning need to be understood and addressed so our disadvantaged children can make progress that is in line with our non-disadvantaged pupils.</p>
2	<p>Attainment and Progress</p> <p>The progress and attainment of some pupils in reading, writing and maths is not always in line with progress and attainment outcomes of non-pupil premium children.</p>
3	<p>Social, Emotional, and Mental Health (SEMH) Needs</p> <p>Higher levels of emotional dysregulation, anxiety, or adverse childhood experiences (ACEs) can affect behaviour, concentration, and readiness to learn. Some disadvantaged pupils may have reduced confidence or belief in their own ability, which can impact motivation, resilience, and perseverance with learning. (low self-esteem)</p>
4	<p>Knowledge and Understanding of the Wider World</p> <p>Children may have a limited range of life experiences reducing their knowledge and ability to then apply to learning. Access to enrichment opportunities due to financial constraints may limit pupils' access to extra-curricular activities, trips, and wider cultural experiences, reducing opportunities for personal development and broadening horizons.</p>
5	<p>Gaps in Early Learning and School Readiness</p> <p>Some children start school with lower starting points, particularly in phonics, early number, and personal, social, and emotional development.</p>
6	<p>Language and Communication Barriers</p> <p>Some pupils enter school with limited vocabulary and underdeveloped speech and language skills, which impacts early reading, writing, and overall access to the curriculum.</p>
7	<p>Transition Processes</p> <p>Some children can struggle with transitions due to academic and social vulnerabilities, leading to heightened anxiety and lower confidence. These challenges may make them more prone to disengagement and other negative outcomes which may impact on their progress.</p>

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
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<p>1&2) Barriers to learning have been swiftly identified and addressed. Quality-first teaching is the most important lever to improve pupil attainment. Improved reading, writing and maths attainment among our disadvantaged children, thus closing the gap.</p>	<p>Assessments and observations show a significant improvement in reading, writing and maths and more than 75% of disadvantaged pupils met with the expected standard.</p> <p>Improved GLD scores; stronger foundations in core subjects. PP pupils meet/exceed national averages in KS2 SATs and internal data</p>
<p>5&7) Improved PSED and communication and language for all children, especially our disadvantaged children.</p>	<p>Strong Personal, Social, and Emotional Development (PSED) in our children shows that they have the foundational skills for success in school and later in life.</p> <p>Assessments and observations demonstrate our children's ability to form healthy relationships, understand and manage their feelings, and develop a positive sense of self.</p>
<p>6) Improved oral language skills and vocabulary among disadvantaged children.</p>	<p>Assessments, observations and pupil voice indicate improved oral language among our disadvantaged children. This is further evidenced in book scrutiny and engagement in lessons.</p>
<p>5) Improved Writing Attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes show that 100% of disadvantaged children met the expected standard</p>
<p>1,3,4&7)To continue to improve the wellbeing for all pupils in the school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/7 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, parent voice and staff observations Positive results of wellbeing interventions that show significant impact in the classroom such as improved behaviour for learning and positive growth mindset. A high percentage of pupils engaging in enrichment opportunities in school especially among our disadvantaged pupils
<p>7)Provide child-centred transition processes that show clear intent, support emotional wellbeing, build on prior learning and continuity in provision and involve parents thus ensuring every child feels known, secure, and ready for their next stage.</p> <p>Staff view transitions as an ongoing process, not an event. They use assessments to identify gaps and plan next steps for all learners.</p>	<ul style="list-style-type: none"> Transition processes supported every child's wellbeing and academic readiness, making transitions a positive experience especially for our most vulnerable learners

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy and vocabulary-rich curriculum across school</i> <i>Further embedding quality-first teaching of phonics from Nursery onwards with timely and effective interventions for keep up/catch up progress</i> <i>Championing reading for pleasure.</i>	EEF: Phonics (+5 months) Closing the attainment gap and improving reading outcomes across all year groups.	1,2,5,6
<i>Dedicated Wellbeing/Inclusion Team enabling interventions, check ins and nurture groups to take place</i> <i>Whole school Wellbeing Support consisting of a 3-tiered approach</i>	<i>Improving Social and Emotional Learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i>	1,3,5,6,7
<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	1,2,5,6
<i>Speech and Language interventions including Wellcomm (speech and language toolkit for schools and early years settings that uses a</i>	<i>Multiple studies and surveys indicate that using the WellComm toolkit increases early years practitioners' knowledge about speech, language, and communication needs (SLCN) and</i>	1,3,5,6,7

<i>screening process and a traffic light system to identify children who may have potential communication difficulties.)</i>	<i>boosts their confidence in identifying and supporting children with difficulties.</i>	
<i>Inclusion Team are fully trained and up to date with safeguarding, specific intervention.</i>	<i>Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children.</i>	1,3,7
<i>Whole staff CPD on quality wave 1 teaching and adaptive teaching to meet the needs of all learners.</i>	<i>5 a day approach to teaching. Quality first teaching to ensure all children are receiving an excellent curriculum offer. EEF: High Quality Teaching</i>	1,2,3
<i>All staff will receive CPD on specific themes</i>	<i>Staff will be upskilled and have the knowledge to recognise and support children and families and know the systems to get the advice and support needed</i> <i>Staff CPD on trauma-informed and inclusive approaches EEF: Behaviour Interventions (+3 months) Improve pupil engagement</i>	1,3
<i>Further embed growth mindset training into the curriculum to foster resilience and higher aspirations.</i>	<i>Children value what they are doing and know what can be praised and what can be improved and why. To improve resilience and self esteem-increased motivation and confidence; higher engagement in learning</i>	1,3,7

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support for classes with high SEND and PP</i>	<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</i>	all

	individual basis, has implications for the de-stigmatisation of supported pupils	
<i>1:1 and small group interventions</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	All
<i>Lexia</i> £1598	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.	2,6,

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music lessons</i>	<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><u>EEF</u></p> <p>Evidence shows the impact learning an instrument has on the learning and development of children. 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</p>	3,4
<i>Free Breakfast Club</i>	Research shows hungry children do not perform as well.	1
<i>Subsidised visits</i>	Children from lower income families may not be able to attend school trips which will disadvantage their access to	4

	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	
<i>Wellbeing sessions and support</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Support for children to self-regulate and interact effectively with peers, to prepare for transitions</p>	1,3,5,6,7

Total budgeted cost: £ 12855

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

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.

Programme	Provider
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

1:1/ small group interventions and interventions for specific areas of need.

The impact of that spending on service pupil premium eligible pupils

Evidence that the interventions have improved our children's barriers to success.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.