

# Spaxton School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Date of next Review- December 2023

## School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	15% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Gary Tucker, Executive Headteacher
Pupil premium lead	Gary Tucker, Executive Headteacher
Governor / Trustee lead	Suzanne Traynor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,080
Recovery premium funding allocation this academic year	£2,000
National Tutoring Programme (including Tuition Partners and School-led tutoring)	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,000 (from Stogursey school)
<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	£22,080

# Part A: Pupil premium strategy plan

## Statement of intent

Spaxton CofE Primary School is a small, rural primary school. Although PP pupils are less than national average, our aim is to ensure that any pupils are not disadvantaged as a result of their socioeconomic context. We have a large number of children who we consider to be disadvantaged but do not qualify for PP. We pride ourselves on having a close-knit community with relationships at the heart of all we do – ‘Together we flourish and achieve’ – where pupils can thrive in all aspects of staff life.

Our objectives are to enable all pupils to flourish and achieve whilst at Spaxton CofE Primary School, particularly those who are disadvantaged by:

- Providing high-quality teaching and learning opportunities at all ages and stages.
- Developing learners who are engaged and enthusiastic about learning and can articulate what they have learnt with passion.
- Narrowing the attainment gap between pupils who are disadvantaged and those that are not. Those who are in receipt of the PP grant should make accelerated progress.
- Further strengthen strong and secure relationships between pupils and staff through the recruitment and retention of high-quality staff, providing appropriate training where necessary to support pupils’ emotional well-being.
- Provide pupils with access to a wide range of opportunities and experiences to develop their knowledge and understanding of the world beyond Spaxton and Bridgwater.

## Challenges

This details the key challenges for all children to thrive in our school and in particular, that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	We must <b>secure a higher ambition</b> in the school so that all children, especially the most disadvantaged, access the best teaching and learning and are ready for the next stage of their education.
2	We must <b>implement a consistent approach to behaviour and wellbeing</b> support so that we recruit and retain high quality staff and ensure children and parents/ carers are happy with what the school offers.

3	We must <b>implement a curriculum offer that reflects the vision of the school</b> and builds cultural capital so that all children, especially the most disadvantaged, have knowledge and experiences to draw on in order to succeed in education.
4	We must ensure all children are learning to <b>become independent learners</b> so that they can achieve the ambition set out by the vision for the school, trust, and national expectations.

## 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 achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. Increase the number of disadvantaged pupils achieving 'high standard' at KS2	In school tracking data (Arbor) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils thus showing less anxiety in school	Sustained high levels of wellbeing / mental health from 2022/23 demonstrated by : <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff.</li> <li>• Reduction in anxiety will lead to greater participation in class and accelerated progress therefore reaching ARE.</li> </ul>
Opportunities are open to all children and PP children enjoy taking part and improve cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils. Children are engaged with school and their learning which in turns leads to accelerated progress.
Children who are identified as disadvantaged show strong independence.	Children will develop independent skills and have the confidence to move on in their learning without needing reassurance. Children will feel less anxious working alone and do not rely on others to achieve well. This results in

	children setting quickly to task 5 and having more time consolidating. Children will make accelerated progress
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## 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: **£11,532**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of evidence informed principle so secure the school's ambition of 90% attainment. Implementation plan written and to include the following activities in this order:</p> <ul style="list-style-type: none"> <li>-Staff vision and buy-in through INSETs</li> <li>-Incremental coaching</li> <li>-Weekly PD meetings</li> <li>-Monitoring support by QET Director of Primary Education.</li> </ul>	<p>Paul Bambrick-Santoyo's evidence-based approaches to building exceptional schools.</p> <p>Report from Ambition Institute on the impact of Incremental Coaching  <a href="https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/">https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/</a></p> <p>Hattie's effect sizes justify our approaches:</p> <p>Mastery learning - 0.61 (applies to teaching)            Microteaching - 0.88            Collective teacher efficacy 1.57            Teacher estimates of achievement 1.29            Response to intervention in class 1.29            Teacher credibility 0.9            Teacher clarity 0.75</p> <p><a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>	1,2, 4
<p>CPL programme based on Rosenshine Principles using QET internal and external support enables us to embed higher ambition of curriculum implementation. A subject lens will be chosen each half term to provide</p>	<p>Introduction to evidence-base on Rosenshine-  <a href="https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction">https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</a>            Tom Sherrington's Walkthrus which are based on this  <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p>	1,2,4

support for teachers in gaining this.		
Teachers and TAs attend high-quality CPD to broaden knowledge (funding used to provide cover in class)	<p>Hattie effect sizes:</p> <ul style="list-style-type: none"> <li>• Collective teacher efficacy – 1.57</li> <li>• Teacher estimates of achievement – 1.29</li> <li>• Response to intervention in class – 1.29</li> <li>• Teacher credibility – 0.90</li> <li>• Microteaching – 0.88</li> <li>• Teacher clarity – 0.75</li> <li>• Mastery learning – 0.61</li> </ul> <p><a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>	1,2,4
Workbooks and virtual seats for Trauma-Informed approach to managing behaviour consistently and implementation to support staff	CPD to be taken up for Mental Health Lead to deliver training to ensure consistent approach across school.	2
Subscription to Discovery PSHE and No Outsiders resources	To enable school to deliver content in RSHE policy in a reactive and proactive way.	1,2,3,4
Purchase of non-phonics materials/ phonics materials for reading curriculum (not included as now financed by PEIA)	Complete sets will enable us to fully-deliver the Little Wandle offer including the Reading homework.	1,2,3,4
Purchase of maths materials for curriculum	To enable deeper conceptual learning to take place and for Maths mastery to be achieved.	1,2
Contribution to TA hours for reading interventions.	To enable this to go ahead.	1,2

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

Budgeted cost: **£3,377**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in the National Tutoring Programme for the most vulnerable pupils (ring-fenced funding)	EEF report on small group tutoring and internal data results last academic year shows these closed gaps following COVID pandemic and internal data + SATs data showed this made a positive impact.	1
Employment of after school teacher to do 1:1 and group tutoring for English.	<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
Phonics/Reading interventions who are at risk of not meeting ARE in reading. Funding to provide TA to deliver daily and high quality texts.  Additional funds towards PP TA	Hattie effect sizes: <ul style="list-style-type: none"> <li>• Repeat reading programmes – 0.75</li> <li>• Reciprocal reading – 0.74</li> <li>• Phonics instruction – 0.70</li> </ul> Hattie effect size list - 256 Influences Related To Achievement (visiblelearning.org) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1
PP pupils will receive extra daily reading either with a TA or those requiring more intensive support will work with a teacher.	When pupils read daily they gain confidence in reading but more importantly the time spent with an adult makes them feel valued. Spending 10-15 minutes discussing a story will mean that they are able to create links between what they are reading and their own experiences. This will then allow the connections to be stored in long term memory which will improve outcomes in reading.	1,2
Subscription for GL assessment (Provided by PEIA for two years)	To enable tracking of key objectives and plan intervention.	1,2

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

Budgeted cost: **£7,171**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home.	Hattie effect sizes: • Enrichment – 0.53 • After-school programs - 0.40 Hattie effect size list - 256 Influences Related To Achievement (visiblelearning.org)	2,3
Use of ELSA to work with specific children to support them to improve their wellbeing and allow them to access the curriculum.	The evidence shows that when pupils are given the opportunity to talk and are listened to by an Emotionally Available Adult, their stress response is reduced. Relationships are key to addressing past traumas that pupils might have experienced which is why key pupils will work with a trained individual within school to support them. EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	2
Cost of training a second ELSA. (£2,000)	As above.	2
Educational visits/residentials and visitors subsidised for those disadvantaged pupils that would not be able to access these opportunities.	Experiencing more and having varied enrichment opportunities will give disadvantaged pupils better life chances. It will also lead to better learning outcomes in terms of the quality of work produced. Hattie effect sizes: • Enrichment – 0.53 • Outdoor/adventure programs – 0.43 Hattie effect size list - 256 Influences Related To Achievement (visiblelearning.org)	2,3,4
Subsidy for enrichment for whole-class music lessons.	Hattie effect sizes: • Enrichment – 0.53 3 9 Hattie effect size list - 256 Influences Related To Achievement (visiblelearning.org)	3
Clothes for those who need them to help with the cost of living and to ensure children are part of the school identity and culture with finance not	Prevent children from being shamed and leading to further trauma due to circumstances beyond their control.	2



becoming a barrier towards this.		
Wellbeing strategies - Animal encounters sessions for whole school, plus sensory items for The Space	<p>The evidence shows that when pupils are given the opportunity to talk and are listened to by an Emotionally Available Adult, their stress response is reduced. Relationships are key to addressing past traumas that pupils might have experienced which is why key pupils will work with a trained individual within school to support them.</p> <p>EEF_Social_and_Emotional_Learning.pdf (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Trauma-informed schools recommends animal therapy as well as having a sensory den ready to use in school.</p>	2

**Total budgeted cost: £22,080**

## 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.

Desired outcome	Impact:	Lessons learned
To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupils. Increase the number of disadvantaged pupils achieving 'high standard' at KS2	<p>Overall stats show a 15% reduction in combined outcomes for pupils in receipt of PP. Reading has decreased quite sharply. Positive outcomes:</p> <ul style="list-style-type: none"> <li>• Writing outcomes for disadvantaged children rose over the year by 15.4%</li> <li>• Maths outcomes remain the same for disadvantaged pupils.</li> <li>• Gaps between those in receipt of PP and those not are not far apart.</li> </ul>	<ul style="list-style-type: none"> <li>• A clear focus is needed on Reading, in particular Early Reading.</li> <li>• The hybrid approach and Maths mastery and associated PD/ coaching is clearly working. Continue.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils thus showing less anxiety in school	<p>Sustained high levels of wellbeing / mental health from 2022/23 demonstrated by :</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff.</li> <li>• Reduction in anxiety will lead to greater participation in class and accelerated progress therefore reaching ARE.</li> </ul>	<ul style="list-style-type: none"> <li>• See recent summary of surveys sent out to parents showing increases compared to earlier in the year on how parents feel things are going in the school. More work to do in terms of safety and behaviour. Parents feel that action will be taken and improved communication. More of a need for anxiety to be supported so consider having a 2<sup>nd</sup> ELSA trained in the school.</li> </ul>
Opportunities are open to all	Cultural capital experiences (visits and visitors included) are planned	<ul style="list-style-type: none"> <li>• Writing has clearly risen and can be accredited to</li> </ul>

children and PP children enjoy taking part and improve cultural and childhood experience for all pupils across school.	and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils. Children are engaged with school and their learning which in turns leads to accelerated progress.	this and enabling the ad hoc support for those who may struggle to pay has helped here.
Children who are identified as disadvantaged show strong independence.	Children will develop independent skills and have the confidence to move on in their learning without needing reassurance. Children will feel less anxious working alone and do not rely on others to achieve well. This results in children setting quickly to task and having more time consolidating. Children will make accelerated progress	Children in receipt of Pupil Premium have made more accelerated progress in Reading and Maths compared to non-PP children. Children have made good progress from starting points for Maths. Include use of enhancement time in next year's School Development plan to coach on pre and post teaching to enable accelerated progress in Maths.

## 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
Literacy Shed Plus	EdShed
The Spelling Book	Jane Considine
Twinkl Subscription (30%)	Twinkl
Numberbots and TTRockstars	TTRockstars

## 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>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A