

# Spaxton Primary School

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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- July 2023

## School overview

Detail	Data
Number of pupils in school	73
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> )	2022/2023 to 2025/2026
Date this statement was published	April 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Gary Tucker, Executive Headteacher
Pupil premium lead	Rebecca Skews SENCO/ DDSL
Governor / Trustee lead	Suzanne Traynor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,260
Recovery premium funding allocation this academic year	£1,595
National Tutoring Programme (including Tuition Partners and School-led tutoring)	£1,782
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	£19,637

# 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: **£11,089**

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</li> <li>-Incremental coaching</li> <li>-Weekly PD meetings</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>	<p>1,2, 4</p>
<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>	<p>1,2,4</p>

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
'Train the Trainer' 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	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
Purchase of Chromebooks to aid NTP.	To enable vulnerable learners to easily access weekly virtual tutoring.	1,2
Contribution to TA hours for reading interventions.	To enable this to go ahead.	1,2
Purchase of laptop for TA to support High Needs children in delivering bespoke curriculum.	So as to meet the provisions set out in EHCP without impacting on other children.	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	<p>Hattie effect sizes:</p> <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> <p>Hattie effect size list - 256 Influences Related To Achievement (visiblelearning.org)</p> <p>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:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	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 Maths programmes	To enable tracking of key objectives and plan intervention.	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,171

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
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

<p>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 becoming a barrier towards this.</p>	<p>Prevent children from being shamed and leading to further trauma due to circumstances beyond their control.</p>	<p>2</p>
<p>Wellbeing strategies - Animal encounters sessions for wholes school, plus sensory items for The Space</p>	<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.  EEF_Social_and_Emotional_Learning .pdf  (educationendowmentfoundation.org.uk)  Trauma-informed schools recommends animal therapy as well as having a sensory den ready to use in school.</p>	<p>2</p>

**Total budgeted cost: £19,637**

## 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.

RAG-rating of 2021/2022 intended outcomes:

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

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils thus showing less anxiety in school – ELSA support stopped due to trained ELSA leaving part-way through the year.

Opportunities are open to all children and PP children enjoy taking part and improve cultural and childhood experience for all pupils across school.

Children who are identified as disadvantaged show strong independence. – This is developing but further strategies needed to build independence.

External review recommendations:

- Pupils struggled to express their ideas and also listen to each other. The Voice 21 Oracy Framework may well support efforts to address this. (Marc Rowland report, Summer 2022) – This will be implemented in 2023/2024
- Build coherence and consistency from strategy to the classroom. (Marc Rowland report, Summer 2022)

### 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: How our service pupil premium allocation was spent last academic year</i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

<p>On visiting the school, Marc Rowland (June 2022) carried out a review of our disadvantage strategy. His key findings were:</p> <ul style="list-style-type: none"><li>• To build consistency and coherence between the strategy and the classroom, maintaining the inspirational commitment to the community to enable them to thrive in all aspects of school life.</li><li>• Develop children's learning behaviours, self-confidence, self-efficacy and attachment difficulties.</li><li>• Develop oracy amongst pupils so children can better express their ideas and listen to each other.</li><li>• Recruit and retain high quality staff to gain stability.</li></ul> <p>In October 2022, the school received a SIAMS inspection where we received a 'Good' judgement. One of the key findings was enabling all pupils to flourish and achieve:</p> <p>'The Christian vision promotes a culture of compassionate care and encouragement built on St Paul's teachings of Christian love. This enables all to flourish including the disadvantaged and vulnerable pupils.'</p>
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