

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Spaxton School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	15% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	14 th October 2021
Date on which it will be reviewed	14 th October 2022
Statement authorised by	Governors (17/11/21)
Pupil premium lead	Rachel Rood
Governor / Trustee lead	Tom Cudbill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,539.69
Recovery premium funding allocation this academic year	£2,024.60
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£86.69(PP) £24.60(Catch Up)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,675.85

Part A: Pupil premium strategy plan

Statement of intent

At Spaxton C of E Primary School we want our PP children to:

- become more independent
- catch up and be working in-line with their peers academically
- feel less anxious within the classroom
- be afforded the same opportunities as others

In order to achieve this, we intend our PP children to have access to:

- High quality teaching
- Scaffolded and supported learning to become more independent
- Resources will be easily accessible to encourage self-led support
- Planning will be completed alongside pupils ensure a greater ownership of learning (loops of learning)
- Interventions to support, narrow the gap and accelerate progress
- Teaching assistants employed to deliver interventions
- Emotional Literacy Support (ELSA)
- Subsidised extra-curricular activities

At Spaxton Cof E School we strongly believe that the money should be spent according to the following principles:

- Targeted, the strategies directly benefit the PP children
- Best value, the funding is spent wisely ensuring the pupils get the most from the funding
- Impact, the approaches' chosen to support have the greatest impact on outcomes

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This

	has resulted in significant gaps in learning (behind age-related expectations).
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
3	Observations and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment little cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.
4	Observations and assessments identify children not using independence in class to move their learning on.

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 2023/24 demonstrated by : <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. • Observation – Children will feel confident to ask for help from adults Children will show greater resilience at setbacks
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 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.
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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: £3,925.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching 1 Half termly data monitoring and progress discussions 2. CPD – EEF ‘Making best use of Teaching Assistants’ 4. HLTA/ teacher retained in post for intervention groups targeted to address gaps in learning for those to achieve high standard at KS2 5. Quality marking & feedback 6. Planned induction programme not only for ECT but all new staff and RQTs 7. High quality questioning monitored	EEF Toolkit and evidence of best practice – Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1 & 2
8. Staff and children introduced and trained in metacognition	EEF toolkit identifies that the following all have a positive impact. Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+7 months)	1, 2 & 3
9. CPD to ensure staff are aware of promoting well-being of children within their care	Children will feel more valued and take ownership of their learning	3

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

Budgeted cost: £11,223.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/ teacher retained in post for intervention groups targeted to address gaps in learning for those to achieve high standard at KS2	EEF Toolkit and evidence of best Children who receive swift interventions over a prolonged period are more likely to catch up. This will improve confidence and wellbeing.	1, 2 & 3
Targeted physical activity sessions	Children's mental and physical health will improve, therefore be more motivated to achieve throughout the school day	3 & 4
Subscriptions for online intervention packages/educational resources	Children will have access to these resources both at home and school, improving their knowledge and understanding	1,2 &4

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

Budgeted cost: £ 1,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 -Experiences and visitors planned for all pupils across the year 2- 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 environment. 3- Plan experiences into the Character curriculum 4 – Funding supports minibus, Local attraction passes, subsidised visits and trained staff to carry	Research Evidence for approach EEF toolkit – Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) Outdoor adventure learning (+4 months) Research Evidence for approach Children who experience more enriching activities have better outcomes	3 & 4 1, 2, 3 & 4

out Forest school sessions	Children will feel less anxious will attend school and be able to fully participate in learning	3
5 - Ongoing ELSA support for our pupils		
6 - Uniform		3

Total budgeted cost: £ 16,498.82

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 2020 to 2021 academic year.

<p>Our biggest success from last year's plan was the communication with parents 100% of all parents are signed up to our online platform and are in regular contact with staff through this format.</p> <p>Parents are feeling heard and any concerns are raised and sorted sooner. Questionnaires sent to parents showed they felt very supported by staff and communication was good.</p> <p>Our other targets have rolled over to this year due to staff being furloughed, ongoing support needed to close the academic gap, increased independence and well-being being a priority after lockdowns/COVID.</p>

Externally provided programmes

Programme	Provider
Numberstacks	numberstacks.co.uk
Literacy shed	edshed.com
Comprehension Ninja	Bloomsbury education
Twinkl (30%)	Twinkl.co.uk
Numbots	numbots.com
TTrockstars	Ttrockstars.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a