

Spaxton School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

Date of next Review - February 2025

School overview

Detail	Data
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Rachel Rood, Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Claire Beaumont-Wraith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£15500

Part A: Pupil premium strategy plan

Statement of intent

Spaxton CofE Primary School is a small, rural primary school. Although the number of PP pupils is less than national average (and is declining), our aim is to ensure that no pupils are disadvantaged as a result of their socioeconomic context. 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 their socio-economic background 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 secure a higher ambition 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 implement a curriculum offer that reflects the vision of the school 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.

3	Provision for pupils whose families are eligible for the premium pupil grant, and who also have SEND, ensures they make accelerated progress from their individualised starting points to reduce the achievement gap between them and their peers.
4	We must ensure all children are learning to become independent learners 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 those who are disadvantaged by socio-economic background. Increase the number of pupils of families in receipt of FSM 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.
Children whose families are in receipt of the pupil premium grant and also identified with SEND make accelerated progress from their individualised starting points.	Using the children's ISP targets, RAG rate progress against them. In school data for reading ages and spelling ages shows accelerated progress.
Opportunities are open to all children and disadvantaged 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	Children will develop independent skills and have the confidence to move on in their learning without needing

disadvantaged show strong independence.	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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8132**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPL programme based on Rosenshine Principles using QET internal and external support enables us to embed higher ambition of curriculum implementation.	Introduction to evidence-base on Rosenshine- https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction Tom Sherrington's Walkthrus which are based on this https://www.walkthrus.co.uk/	1,2,3,4
Teachers and TAs attend high-quality CPD to broaden knowledge (funding used to pay for CPD and provide cover in class)	Hattie effect sizes: <ul style="list-style-type: none"> • Collective teacher efficacy – 1.57 • Teacher estimates of achievement – 1.29 • Response to intervention in class – 1.29 • Teacher credibility – 0.90 • Microteaching – 0.88 • Teacher clarity – 0.75 • Mastery learning – 0.61 https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	1,2,3,4
Subscription to PSHE curriculum programme	To enable school to deliver content in RSHE policy in a progressive, reactive and proactive way.	1,2,3,4
Purchase of high-quality texts to engage readers of all abilities.	High quality texts available in class reading areas and the whole school library.	1,2,3,4

Contribution to TA hours to support phonics/reading interventions.	Evidenced based interventions and fidelity to Keep Up and Catch Up interventions in the Little Wandle Scheme	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£4615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics/Reading interventions who are at risk of not meeting ARE in reading.</p> <p>Funding to provide TA to deliver daily and high quality texts.</p> <p>Funding to provide additional hours for a teacher to run fluency project</p>	<p>Hattie effect sizes:</p> <ul style="list-style-type: none"> • Repeat reading programmes – 0.75 • Reciprocal reading – 0.74 • Phonics instruction – 0.70 <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>	1,3
<p>Pupils of families in receipt of FSM will receive three extra reading sessions per week either with a TA or teacher.</p>	<p>When pupils read frequently 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.</p>	1,2,3
<p>Targeted interventions for reading, writing and maths</p>	<p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2753**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a 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
Trained ELSA available in school. Use them 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)	3
Enhanced transition opportunities for pupils moving to secondary school. TA to accompany if necessary.	Additional opportunities to visit new secondary school to become familiar with building, expectations and structure of the day. EEF Blog: Supporting pupils through transitions – a trio of... EEF (educationendowmentfoundation.org.uk)	3,4
Educational visits/residentials and visitors subsidised for those disadvantaged pupils	Experiencing more and having varied enrichment opportunities will give disadvantaged pupils better life chances. It will also lead to better	2,4

<p>that would not be able to access these opportunities.</p>	<p>learning outcomes in terms of the quality of work produced.</p> <p>Hattie effect sizes:</p> <ul style="list-style-type: none"> • Enrichment – 0.53 • Outdoor/adventure programs – 0.43 <p>Hattie effect size list - 256 Influences Related To Achievement (visiblelearning.org)</p>	
<p>A budget available to purchase clothes for those PP pupils who need them to help with the cost of living and to ensure financial barriers are removed to ensure children are included as part of the school identity and culture.</p>	<p>Prevent children from being shamed and leading to further trauma due to circumstances beyond their control.</p>	<p>2</p>

Total budgeted cost: £15500

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 2023 to 2024 academic year.

Desired outcome	Impact:	Lessons learned
<p>To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly those who are disadvantaged by socio-economic background. Increase the number of pupils of families in receipt of FSM achieving 'high standard' at KS2</p>	<p>At Spaxton, there is a large cross over between pupils who are in receipt of the PP grant and pupils with SEND.</p> <p>At the end of key stage 2, 33% of pupils in receipt of the PPG achieved ARE in reading and writing. One child also had specific learning needs, and another joined mid-year.</p>	<ul style="list-style-type: none"> • Continue with the clear focus on reading. • Clear interventions and targeted support needed for maths and writing. • Significant cross over between those on the SEND register and those in receipt of PPG – clear focus needed to measure progress and achievement.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils thus</p>	<p>MyConcerns show a reduction in behaviour incidents logged.</p> <p>MyConcerns show number of mental health concerns logged is reduced.</p> <p>Parent survey carried out in May 2024 shows 91% of parents feel</p>	<p>Ensure the sensory room is offered as an opportunity for all when necessary.</p> <p>ELSA in place to work with children referred by class teachers.</p>

showing less anxiety in school	<p>they are safe at school. 82% are happy coming to school.</p> <p>Sensory room in the Space has allowed for children to have time needed to refocus when needed.</p>	
<p>Opportunities are open to all children and disadvantaged children enjoy taking part and improve cultural and childhood experience for all pupils across school.</p>	<p>Extra-curricular clubs open to all. 93% of children attended a club during 23-24.</p> <p>Educational visits take place throughout the year, all pupils are included on these visits.</p> <p>Educational visits policy updated to include SOPs for pupils with SEND (cross over with PP)</p>	<p>Enabling the ad hoc support for those who may struggle to pay has helped here.</p> <p>See extra-curricular club analysis.</p>
<p>Children who are identified as disadvantaged show strong independence.</p>	<p>Learning walks and book looks show children are developing independence and are less reliant on adults. Children settle quickly to task and our method of 'small steps' learning supports those who need their learning chunked.</p>	<p>Use timers and other strategies to encourage children to work independently rather than being overly reliant on an adult.</p>

Service pupil premium funding (optional)

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