

Pupil Premium Strategy Statement

Spofforth Church of England Primary School



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.

School overview

Detail	Data
School name	Spofforth C of E Primary
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025-2026/2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Resources Committee Chair: Alan Dewey
Pupil premium lead	R. Holland
Governor / Trustee lead	Marianne Tharby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,540

Part A: Pupil Premium Strategy Plan

Statement of intent

Recognising and nurturing the individuality and uniqueness of each child is central to our vision of **Together we Love, Learn Thrive**. Effective use of the pupil premium and recovery grant is central to helping us achieve our vision.

Our small church school provides high quality teaching and learning for all children. Everyone is valued for their uniqueness, nurtured and encouraged and, irrespective of their background or the challenges they face, are supported to aim high and make good progress and attainment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

We know our children and families well, and we work closely as a school team and with outside agencies to support the needs of every child, regardless of whether they are disadvantaged or not. High-quality teaching and quality first curriculum implementation is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our aim is that all pupils in EYFS and KS1 who will make high rates of progress in phonics, reading and communication and language from their starting points. Attainment in phonics, reading, writing and maths for pupils in KS1 and KS2 eligible for Pupil Premium will be at least in line with national averages for PPG pupils. It is our intent that attendance rates for pupils eligible for Pupil Premium are at least in line with the national averages for other pupils.

Our children are taught metacognition skills using the ReflectED scheme. This can support and improve attainment for all pupils by enhancing pupils' ability to think about their learning, assess their progress, set and monitor goals, identify strengths and challenges in their learning and develop a learning dialogue between pupil and teacher. ReflectED teaches children the skills of reflection and how to record their learning moments and strategies. Teachers can also look across these reflections to understand what pupils are enjoying or struggling with, and identify specific pupil needs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure they are effective, we will:

- Have aspirational expectations for all of our children (including SEND and those who are disadvantaged)
- Plan teaching that carefully builds knowledge progressively in small steps
- Act early to intervene when a need is identified

The range of provision the school may consider, include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through pre/post teaching.
- Acquiring effective materials aimed at raising standards.

- Additional resources to target able children on FSM to achieve ‘mastery’ of their age-related expectations.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Additional funding for parents/carers to enable their child to access extra-curricular activities including residentials, music lessons, school trips and before/after school clubs.
- Providing additional nurture support to supplement a strong PSHE/RSE curriculum
- Copies of reading materials and resources for use at home which support the work done in class

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations & discussions with pupils indicate that a proportion of our children have poor speech and language and that there is vocabulary gap between our disadvantaged and non-disadvantaged children.
2	Research has shown that success in reading is key in developing skill in all subjects – and therefore children who are getting less opportunities to practice their reading and develop a love of reading through shared story time, are less likely to achieve academic success. Monitoring and feedback of home reading records, discussions with pupils and parents and feedback from class teachers indicate that support for learning/engagement at home from parents of disadvantaged children is significantly less than parents of non-disadvantaged children.
3	Feedback from school staff/ parents/ children confirms that disadvantaged children have had less opportunities to go on trips, see new places, see a broad spread of different places, and experience new and challenging things. They are less likely to be members of clubs and experience activities that challenge them.
4	Some children eligible for PPG have difficulties in their readiness to learn as result of a number of external factors. This impedes their progress in school causing them to fall further behind age-related expectations.
5	Some children eligible for PPG achieve show lower attainment than peers within reading, writing and maths

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
<p>School offers children high quality texts and opportunities to engage with them.</p> <p>Phonics reading books are current & carefully match to phonics phase</p> <p>Reading lessons are individualised & focussed.</p> <p>Teaching of phonics is of a high quality and in line with the schools SSP</p>	<p>Improved attainment & progress in reading – EYFS/ Phonics check/KS1/KS2 & internal data.</p> <p>Narrower range of results – closing the gap.</p>
<p>Targeted academic support delivered by class teachers or skilled teaching assistants. Regular and timely interventions scheduled in appropriate classrooms.</p>	<p>Regular and timely interventions scheduled in appropriate classrooms which lead to impact shown in children knowing and remembering more during monitoring and assessment</p>
<p>Subject teaching is strong, promotes the acquisition of key knowledge & builds on prior learning. Subject leads confidentially provide guidance & support to colleagues & ensure that appropriate resources are in place to deliver a rich and challenging curriculum which stays abreast of current priorities and new initiatives.</p>	<p>Subject leadership has a significant impact on the quality of education.</p>
<p>Teachers and support staff are skilled and knowledgeable in the things they teach including phonics, early reading and the wider curriculum subjects</p>	<p>Lesson observations and monitoring through the phased monitoring programme demonstrate (at least) good teacher knowledge</p>
<p>Parents are better informed & equipped to support their children’s learning with clear understanding of how to support their children’s learning at home.</p>	<p>Parents’ survey results over time – show communication as strong</p> <p>Parents feel able to support their children’s learning.</p> <p>Parent workshops take place regularly with good attendance</p>
<p>Improved vocabulary which has been proven to have a fundamental impact on their academic success & beyond school, improving life chances.</p>	<p>Improved oral language skills and comprehension – all subjects.</p> <p>Children in EYFS reach the Early Learning Goals for Language</p>
<p>Strong attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024-27 demonstrated by:</p> <p>Overall absence rate for all pupils being in line with (or above) national averages.</p> <p>Reduced persistent absence.</p>

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: £5,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle for Letters and Sounds DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils including staff CPD	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Launchpad for Literacy including staff CPD	‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.’	1,2
Reading for Fluency – purchase of book to match the phonics scheme three read approach	Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)	1,2
Children in EYFS, KS1 and KS2 taught in class sizes with increased staffing ratios.	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our school and operate in classes of between 20-29 with at least one additional adult per class thus allowing teachers and support staff to increase the amount of attention each child will receive.	1,2,5

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics interventions provided by teacher/teaching assistant in EYFS/KS1/KS2	Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/p	1,2

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

Budgeted cost: £ 10,995 plus other funded through PE Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve & sustain improved attendance	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/AttendanceREA-protocol-21092021.pdf Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	4
Out of school sports and clubs and competitions, trips planned throughout the year.	"Pupils with better health and wellbeing are likely to achieve better academically." (The link between pupil health and wellbeing and attainment: Public Health England)	3
Opportunities for music lessons, residential and other materials such as class texts	As above	3

SEMH and Behaviour support	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4
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Total budgeted cost: £22,540