

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	Spon Gate Primary
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	Termly
Statement authorised by	Jamie Wingrove
Pupil premium lead	Andrew Thomas
Governor / Trustee lead	Jane Hartnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188265
Recovery premium funding allocation this academic year	£5111
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	£193376

Part A: Pupil premium strategy plan

Statement of intent

Our strategic approach to the use of additional funding at Spon Gate Primary will dovetail closely with the EEF Guide to Pupil Premium published in June 2019.

Spon Gate Primary School is committed to spending our allocated Pupil Premium Grant to help bridge the attainment gap between children from lower income families and their peers. The funding allows us to provide interventions and support where needed to ensure children make strong progress from their starting points. We are committed to addressing not only academic need but also wider needs to ensure that children reach their full potential, both academically and socially.

We will do this by:

- Ensuring that all teaching is good or better
- Allocating additional staff to provide interventions to enable rapid catch up
- Providing 1:1 and small group support through the use of skilled teaching assistants and external providers
- Providing good pastoral support to children and families
- Ensuring all children have access to an exciting curriculum enriched by real life experiences to support learning

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication
2	Literacy – phonics, reading and writing
3	Maths – fluency and reasoning
4	Attendance and persistent absence
5	Well-being and mental health
6	Limited access to a range of experiences and activities
7	High transience, including supporting newly arrived children and families

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>Speech, language and communication</p> <p>To stimulate overall language development and to teach language and vocabulary skills in an integrated fashion and context</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To ensure that children with an identified speech, language or communication need are identified and receive specialist support</p>	<p>Termly pupil progress meetings identify children with SLC difficulty and referrals made to Speech & Language therapist if necessary</p>
<p>Literacy – phonics, reading and writing</p> <p>Increase the proportion of children passing the phonics screen in Year 1 and Year 2</p>	<p>To be at least in line with national expectations</p>
<p>Reduce the gap between chronological reading age and actual reading age between the end of Year 2 and the end of Year 6</p>	<p>Increase the proportion of children meeting ARE at the end of each key stage, and for the gap between PP and non-PP to diminish</p>
<p>Increase the proportion of children achieving Age Related in reading at the end of Year 2 and the end of Year 6</p>	<p>To reduce the attainment gap between school and national To be at least in line with national average progress scores at the end of key stage 2</p>
<p>Increase the proportion of children achieving Age Related in writing at the end of Year 2 and the end of Year 6</p>	<p>To reduce the attainment gap between school and national To be at least in line with national average progress scores at the end of key stage 2</p>
<p>Maths fluency and reasoning</p> <p>Increase the proportion of children achieving Age Related in maths at the end of Year 2 and Year 6</p>	<p>To reduce the attainment gap between school and national</p>

	To be at least in line with national average progress scores at the end of key stage 2
Increase the proportion of children achieving Age Related in the Year 4 multiplication check	To be at least in line with national expectations
Attendance and persistent absence Increase overall attendance rates, including in Early Years	Attendance to be at least in line with national expectations
Reduce the number of children identified as persistently absent	Targeted interventions from learning mentors identify children at risk of becoming PA plans are effective in improving attendance rates
Well-being and mental health To ensure that children with an identified well-being and mental health need are identified and receive specialist support	Termly pupil progress meetings identify children with well-being and mental health difficulty and referrals made to learning mentors, RISE or the school's commissioned Play Therapist
Limited access to a range of experiences and activities Ensure that all children, regardless of financial constraints, access a range of experiences to enhance learning opportunities	50 Things to do at Spon Gate launched and fully implemented
High transience, including supporting newly arrived children and families To ensure a smooth transition into Spon Gate Primary School	Robust induction systems in place, including early assessments of needs and appropriate interventions

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: £15,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2
Targeted CPD to develop teaching and learning	High quality teaching has the biggest impact on pupil outcomes. CPD has been procured to develop teaching and learning including from the Gateway Alliance, National College and other providers	1 2 3 5

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

Budgeted cost: £133,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	2 3

receive tutoring will be disadvantaged, including those who are high attainers.		
Access to specialist speech and language therapist and technician	One to one and small group tuition will have a high-moderate impact on attainment and progress	1
Access to a specialist Play Therapist for children with identified mental health and well-being needs	Social and emotional skills are essential for children's development. They support effective learning and are linked to positive outcomes in later life. DfE confirms social and emotional learning has high impact for disadvantaged pupils	5
Flash Academy, TT Rockstars, Numbots, White Rose maths	Children's engagement and enjoyment in learning key maths and vocabulary has increased since these apps have been introduced. Children's confidence has increased and the apps also encourage independent learning	3 7
1:1 interventions	One to one and small group tuition will have a high-moderate impact on attainment and progress. Interventions are identified through professional dialogue, utilising attainment and progress data	1 2 3 5

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

Budgeted cost: £42,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to support wider learning opportunities to enrich the curriculum, including access to Breakfast Club and educational visits	To ensure cultural capital is maximised for disadvantaged pupils. DfE confirms social and emotional learning has high impact for disadvantaged pupils	6
Learning mentor support to improve attendance	DfE confirms parental engagement has high impact for disadvantaged pupils	4

Learning mentor support to improve induction of pupils	EEF – wider strategies	7
--	------------------------	---

Total budgeted cost: £193,376