

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.

School overview

Detail	Data
School name	Spon Gate Primary
Number of pupils in school	237 (Rec-Y6)
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	November 2022
Date on which it will be reviewed	Termly
Statement authorised by	Jamie Wingrove
Pupil premium lead	Jamie Wingrove
Governor / Trustee lead	Jane Hartnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,473
Recovery premium funding allocation this academic year	£20,590
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	£217,063

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: £9,179

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 pupils new to learning phonics and those with SEND.	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: £141,460

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	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

of the pupils who 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: £66,424

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: £217,063

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.

Key Stage 2 attainment date (2022) – expected level

Subject	All	PP	Non PP
Mathematics	19/38 – 50%	10/21 – 48%	9/17 – 53%
Reading	21/38 – 55%	11/21 – 52%	10/17 – 59%
Writing	11/38 – 29%	4/21 – 19%	7/17 – 41%
Combined	10/38 – 26%	4/21 – 19%	6/17 – 35%

Key Stage 2 progress data (2022)

Reading: +3.46 (significantly above national)

Writing: -0.48 (inline with national)

Mathematics +2.80 (significantly above national)

Other interventions and impact

Pupil A

Area of need	Attendance
Intervention	Learning mentor: daily phone calls when pupil not in school. Attendance plan to improve pupil's attendance and lateness. Establishing a relationship with parent.
Impact	Overall attendance: 2021/22: 73.7% 2022 to date 89.1% Attendance is still not where it should be, but mum is making a concerted effort to make sure her son is at school every day, and on time.

	There has been a significant improvement as a result of the interventions.
Pupil voice	I like school. I like literacy and topic. It is nice arriving at school at the same time as my friends. We get to stand together outside the gate before it opens and have a chat.

Pupil B

Area of need	Breakfast Club
Intervention	Learning mentor: Spends time with pupil each morning, undertaking jobs or having informal conversations. This provides the pupil a chance to share any concerns/worries they may have. School provide the pupil with breakfast because of Nan's work commitments.
Impact	Nan can attend work. Pupil is able to attend school and be on time and have breakfast, providing a settled start to the school day.
Pupil voice	I like school. I'm getting good at maths, and I like seeing my friends every day. My teacher smiles at me every morning when I come into the classroom. I like doing jobs with Miss Adkins and we get to have a chat.

Pupil C

Area of need	Early Help
Intervention	Early Help Assessment completed to establish areas of need. Parent shared concerns with pupil's toileting and behaviour at home. Referral sent to School Nursing Team regarding soiling/bed wetting. The following online sessions, delivered by the school nursing team, were completed by parent: Behaviour Sleep Toileting Referral sent to Continence Team and Paediatrics .
Impact	As a result of the Early Help Plan, parent received the right support in connection with their health concerns for their child and the child is now undergoing further tests and is registered with a paediatrician.
Pupil voice	I like school. I like playing football and my favourite lesson is PE. I enjoy playing with my friends.

Pupil D

Area of need	Learning Mentor Support - SEMH
Intervention	Meet with pupil at the start of the day to encourage a positive start. Sensory sessions – 15 minutes, 3 times a week. Lego therapy – 50 minutes, twice a week. Learning support – Precision teach and Little Wandle, daily.
Impact	To help prevent permanent exclusion.

	<p>The pupil gets regular movement breaks using a daily timetable, enabling them to focus on short burst learning tasks.</p> <p>Staff are aware and understand the pupil's triggers and using distraction techniques enables the pupil to successfully complete their learning.</p> <p>Sensory sessions are helping the pupil to release some energy before starting their learning.</p> <p>Lego therapy is encouraging the pupil to work with their peers whilst completing a task they enjoy.</p>
Pupil voice	<p>I like gardening with Mr Burton. It's good. We fixed the greenhouse because it blew over and we do other stuff. I'm better at reading because of letters and sounds. Miss Rouse helps me.</p>

Pupil E

Area of need	Play Therapy - SEMH
Intervention	1 hour per week play therapy session with external Play Therapist
Impact	<p>The pupil attended 21 sessions of 1:1 play therapy due to early childhood experiences.</p> <p>The pupil was able to process their thoughts and feelings at their own pace. As a result of the therapy, self-esteem was raised and anxiety was reduced (pre- and post- intervention pupil self-assessment). The therapist was able to act as an advocate for the pupil, sharing information on their behalf with key professionals.</p>
Pupil voice	<p>School is fun. Sometimes I'm a bit tired but I like school. I like the sessions with Jo, they were good. I talked to her about my feelings. It's just nice to talk to her and it's fun. Sometimes I feel stressed, and I know I have Mrs Rouse and Jo to talk to. I still want to see Jo because she helps me.</p>

Pupil F

Area of need	Speech and Language
Intervention	<p>Referred to S&L in September 2018.</p> <p>This pupil has been receiving weekly sessions from our Speech and Language therapist as well as in class interventions to support the IPP target weekly.</p> <p>Referral to neurodevelopmental team advised and completed.</p> <p>Parental engagement and support.</p>
Impact	<p>6 monthly reviews evidence progress.</p> <p>Speech disorder identified is 'resolving'.</p> <p>Summary from most recent report: 'The pupil has made a lot of progress with their speech sound development since they were first referred to our service in their reception year.'</p> <p>The pupil is more confident within school.</p>
Pupil voice	<p>I like school, I feel happy at school. I like Maths and playing with my friends at lunchtimes. My speech and language sessions are good, I look forward to them because I'm fine doing the words and I can say them properly now.</p>

Pupil G

Area of need	Academic Mentor
Intervention	The pupil was working below the expected level in reading and writing at the end of Year 5. They participated in twice weekly sessions with the school's Academic Mentor, each lasting 45 minutes. The intensive teaching focused on sentence structure, grammar and reading comprehension skills.
Impact	The pupil made accelerated progress (4 terms) in reading and writing and finished KS2 working at ARE across the board.
Pupil voice	I really enjoy my sessions with the Academic Mentor. They are good fun and I feel much more confident with literacy.

Pupil H

Area of need	Looked After Child
Intervention	Through the termly PEP (Personal Education Plan) meetings, it was identified that the pupil would benefit from additional support to develop their emotional literacy and to receive support in re-establishing their relationship with their sibling (also a pupil at the school). The pupil has a daily meeting with a learning mentor before the school day starts to chat about anything that is troubling or how things have been in placement. 12-week course of Play Therapy followed by further interventions during school holidays, with a focus on re-establishing sibling relationships.
Impact	The foster carers report that the pupil's relationship with their sibling has, in general, improved. The pupil is confident and happy at school and is making good progress in all subjects. Their attendance is 100%. The pupil confidently shares concerns, ambitions and updates with the learning mentor.
Pupil voice	I like school and am happy to come. I like all the subjects, but my favourite is literacy – I would like two literacy lessons a day!

Pupil I

Area of need	Gifted and Talented
Intervention	Attendance at the AIM higher days hosted by school: AIM higher in writing 6 th October led by the author William Gallagher; AIM higher in maths 8 th December led by Liz Gibbs
Impact	Greater motivation to apply skills to different contexts. Greater resilience when faced with challenges. Improved communication skills through interactions with other adults and able pupils from different settings. On track to at least meet national expectations in all subjects.
Pupil voice	I liked the writing workshop because there were a lot of examples of suspense.

	<p>The maths workshop was very tricky. We had questions that even grown-ups didn't understand! I worked them out with them and Mrs Barnard helped. We had to do extreme reasoning. We also did BIDMAS. I know how to do it now. We had to do calculations with geometry and brackets with the numbers and letters.</p> <p>I'd like to do more of these days because it pushes you to go to your maximum and they see a lot of potential in you and it builds your confidence. There are people to help you and you can help them and it's overall fun.</p>
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