

# 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	Spreyton Primary School
Number of pupils in school	19
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2023 to July 2026
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	1 <sup>st</sup> September each year
Statement authorised by	Executive Head
Pupil premium lead	Emma Donne
Governor lead	Hayley Reynolds

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,320.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£11,320.00

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring that disadvantaged pupils, who are identified early as high achievers continue to keep in line with all high achieving pupils.
2	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
3	Interventions target gaps and the children's needs effectively
4	Attendance of identified PPG children
5	Aspirations of home learning environment
6.	Challenges in the home environment compared to the school environment with regards of boundary setting.

## 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 enable all children eligible for PP to achieve at least expected standards and to make at least expect progress.  Where PPG children leave KS1 tracked to ensure accelerated progress	% of PP children achieving "Good Level of Development" is in line with national. % PP children passing Phonics Screening test is in line with national. % PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national.
To improve attendance of children who are eligible for PP	Close monitoring of attendance of this group. Regular meetings with parents of children who fall below 95%. Intervention from EWO for persistent absence.
To improve the behaviour and social/emotional well-being of our must vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school.
To ensure those PP children who are identified early as high achieving continue to	Children have opportunities to attend extra-curricular clubs, e.g. music, sports art and

meet targets se through giving additional enrichment opportunities and immersing them in a culture of high expectation.	drama, and to provide them with a rich curriculum. Ethos of high expectations in all classes for all children .
---	--

## Activity in this academic year

This details how we intend to spend our pupil premium to address the challenges listed above.

### Teaching (for, example, CPD, recruitment and retention)

Budgeted cost: £7,545.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> <li>• Collaborative learning (moderate impact)</li> <li>• Feedback (high impact)</li> <li>• Mastery learning (moderate impact)</li> <li>• Meta-cognition and self-evaluation (high impact)</li> <li>• Peer tutoring (moderate impact)</li> <li>• Phonics teaching (moderate impact)</li> <li>• Reading comprehension strategies (moderate impact)</li> <li>• PP books marked first</li> </ul> <p>Feedback given first</p>	1 and 2

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

Budgeted cost: £3,280.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target gaps in understanding</p> <p>Quality First Teaching</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p>	2 and 3

Specific vocabulary teaching of tier two words	<ul style="list-style-type: none"> <li>• Oral language interventions (moderate impact)</li> <li>• Early Years interventions (moderate impact)</li> <li>• Phonics (moderate impact)</li> <li>• Meta-cognition and self-evaluation (high impact)</li> </ul>	
<p>Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs</p> <p>Forest Schools</p> <p>Peripatetic Music Lessons</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning (moderate impact)</li> <li>• </li> <li>• Outdoor learning (moderate impact)</li> </ul>	3 and 5

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

Budgeted cost: £3,625.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of attendance incentives, rewards and deterrents.</p> <p>Half Termly parent forums to promote positive communication with the school</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p> <p>Continued implementation of PHSE and BOXALL activities across all year groups</p> <p>Use of SEAL in all classes</p>	<p>DfE data shows a significant impact of poor attendance on achievement. Positive relationships with parents improve attendance.</p> <p>Social and emotional learning (moderate impact)</p> <p>Art participation (low impact)</p> <p>Outdoor and adventurous learning (moderate impact)</p> <p>Supporting parents when completing referral forms ensures pupils receive support where needed.</p> <p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p>	4, 5 and 6

<p>School Values</p> <p>Subsidise residentials, sport and after school clubs.</p> <p>Forest Schools</p> <p>Offer of breakfast club to improve punctuality where required.</p>	<p>EH4MH approach raises pupils self-esteem and well-being. (moderate impact)</p>	

**Total budgeted cost: £14,450.00**

## 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 2024 to 2025 academic year.

The outcomes of our pupil premium strategy have been assessed at the end of the academic year and all PPG children have made good progress from their starting points. This data is tracked internally as the numbers of PPG pupils in so small.

We have been able to offer BOXALL/nurture sessions for all PPG children over the year. They have all received extra-curricular opportunities such as games/sports club and 'around the World' club.

PPG children's attendance in the academic year 2024 to 2025 was 97% which is above the national of 92.4%

Nessy was continued to support PPG children with spelling and reading as a subscription.

KS1 PPG children have attended forest school sessions.

There have been extended ILP meetings for parents of PPG children, these happen every term.

PPG children have received intervention work from staff for both academic and SEMH issues.

Disadvantaged children have subsidised places on school trips and experiences.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Online assessment tool for Numeracy and Literacy	Ed Shed
Numeracy support in class and online	White Rose
Online reading support	Nessy

