

# Pupil premium strategy statement – Spaldwick Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	13% (12 children)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Louise Worrell
Pupil premium lead	Miranda Graham
Governor / Trustee lead	Louise Herriman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,140.00
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£6,000.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,140.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Spaldwick Primary School receive the highest quality education to enable pupils to become happy, resilient and independent learners who show respect for themselves and others. We use a range of approaches which centre around the child and their 'voice' ensuring we listen and value their input. We aim to provide a nurturing and supportive environment which enables pupils to make good progress. We ensure all staff understand which children are disadvantaged, understanding individual backgrounds and experiences and the impact these may have on the individual. Staff explore and recognise which strategies are most effective for each individual, supporting and facilitating all children to achieve to the best of their ability.

### Our Ultimate Objectives

- Ensure children make good or better progress
- Ensure children experience a range of opportunities in the classroom and wider curriculum
- Support children with identifying and using strategies to support their mental wellbeing
- Ensure all children and their families have the resources and support necessary to be successful and happy at school

### Achieving Our Goals

We use the Education Endowment Foundations' tiered approach, allocating 50% of funding to high quality teaching and 25% of our funding to targeted academic support and wider strategies respectively.

We have a member of staff dedicated to Pupil Premium pupils. Through this role, children receive a range of interventions and support: academic, social, behavioural or linked to mental wellbeing. Additionally, they provide support to families, ensuring regular communication and contact to provide support in accessing school information and engaging with events, as well as wellbeing check with families.

A key focus area for our Pupil Premium children is developing understanding of their own and others' emotions and how these can be regulated and managed. As a result, we have funded My Happy Mind, a mental wellbeing programme designed to build resilient, balanced and happy minds at home and at school.

We have identified Writing as a key area for our pupil premium pupils and so have invested money into The Write Stuff training for staff, and have supplemented this with further resources to support high quality teaching and learning.

All Pupil Premium children have a written profile which enables staff to identify strengths and areas for development for individuals; these are updated and reviewed to ensure strategies and interventions are relevant and effective. We use 20-day-challenges to ensure pupils are supported with short-term goals, enabling them to receive targeted support and achieve regular success.

In order to ensure our Pupil Premium children can participate and enjoy the wider curriculum, we fund 50% of all clubs and trips. Additionally, Pupil Premium pupils are given priority places in school-based clubs.

## Challenges

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

Challenge number	Detail of challenge
1	Children can struggle to identify and regulate their own feelings and needs
2	Children do not always seek support when it is needed and this impacts on their learning and retention
3	Children's can struggle to unpick and identify errors in their own writing.
4	Children feel they don't have access to clubs
5	Families do not always engage with the provided opportunities
6	Pupils arrive at school unprepared for learning
7	Pupils do not have access to up-to-date technology which they can use to support and enhance their learning

## 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
Improve progress in Reading and Writing for all pupils through consistent and confident teaching.	All pupils will make the expected progress each term.

	The number of children achieving the expected standard/ELG are inline with their peers.
Improved well-being and self-regulation.	<p>Fewer incidents linked to dysregulated behaviour are observed and recorded.</p> <p>Children are able to articulate their feelings and identify how they or we can help.</p> <p>Observations and conversations with staff show that children are spending more time focused on learning and there are fewer disruptions to the class.</p> <p>Pupils use their MHM journals and 'Happy Breathing' to support their wellbeing.</p> <p>Fewer incidents between peers during unstructured time.</p>
Attendance and punctuality will be increased.	<p>The number of persistent absentees will be reduced.</p> <p>The number of pupil premium children arriving late will be decrease and be reduced between disadvantaged and non-disadvantaged children.</p>
Children will arrive at school ready to learn.	<p>Children enter the classroom with their peers and are able to join in with their first session.</p> <p>Children are able to articulate how they feel.</p> <p>Through access to sensory circuits and the Nest, pupils are able to regulate and be ready to learn with their peers.</p>
Interventions will remain a priority and have a positive impact on children's everyday learning and interactions.	<p>All children will access necessary and targeted interventions weekly.</p> <p>Academic progress will increase.</p> <p>Fewer incidents between individuals with their peers.</p> <p>Children able to engage in activities with their peers without disruption or incident.</p>
Pupils will engage in a range of wider curriculum experienced.	<p>Through pupil voice, we will ensure clubs are appealing and relevant.</p> <p>At least 50% of children will participate in wider curriculum clubs.</p> <p>All children will attend at least one school trip during the year.</p>
Children's experiences and learning will be impacted less by family finances.	<p>Monitoring by staff shows that family finances are not impacting on school: clubs, trips, uniform, resource or other.</p> <p>When finances have/do impact, the school is able to support the family through resources or funding as necessary.</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: £15,070

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Support pupils with the mental wellbeing by following the My Happy Mind programme. Children are supported in identifying, understanding and regulating their emotions.</p>	<p><a href="https://myhappymind.org/">https://myhappymind.org/</a>            Evidence from My Happy Mind shows that after a year in schools, the impact of My Happy Mind has shown a decrease in the number of children requiring SEND support, the number of exclusions and a decreased in CAMS referrals.</p>	<p>1 2 6</p>
<p>Embed the use of The Write Stuff ensuring all staff are confident and supported to deliver quality first teaching – through the use of Write Stuff Resources and plans.</p>	<p>The Jane Considine ‘The Write Stuff’ approach encapsulates many recommendations from the EEF research projects into improving literacy in KS1 and KS2.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>            ‘Some examples include their recommendations to:            ‘Teach writing composition strategies through modelling and supported practice’            ‘Develop pupils’ language capabilities’</p>	<p>2 3</p>
<p>A TA dedicated to PP children, supporting their social, emotional and academic progress. Staff member supports children twice a week in specific and</p>	<p>We provide short, targeted, structured interventions which follow the EEF’s ‘TARGET’ model for interventions:  <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a>            Some examples including their recommendations to:            ‘teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching’.            ‘intervention sessions are often brief’</p>	<p>1 2 3 4 5 6</p>

targeted interventions. Support families to access events, opportunities and resources available from school	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
Buy 30 iPad to provide technology to support high quality teaching and learning.	<p>“...enhance the way in which teachers explain and model”</p> <p>“...Technology can be used to help teachers explain and model in a wide variety of ways”</p> <p>“Teachers can use technology to increase the benefits of practice to improve fluency or retention of information”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	7 2 3

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

Budgeted cost: £6535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children to understand and identify their emotions, providing individualised support – play therapy.	<p>77%-80% of children show a positive change through the use of play and creative arts therapies.</p> <p><a href="https://playtherapy.org.uk/our-background/#:~:text=PTUK's%20clinical%20evidence%20base%2C%20containing,that%20show%20a%20positive%20change">https://playtherapy.org.uk/our-background/#:~:text=PTUK's%20clinical%20evidence%20base%2C%20containing,that%20show%20a%20positive%20change</a>.</p> <p>“evidence supports the use of play therapy as a valid approach to treating children”</p> <p>“play therapy represents a vibrant and viable resource in the present tense to reduce suffering in the child population” NIC – Kool and Lawver (2010)</p>	1 6

	“play therapy works and the depth at which it works when a child feels heard, understood, and cared for...” (Malchiodi, 2020)	
Provide children with focused and targeted academic interventions focusing.	We provide short, targeted, structured interventions which follow the EEF’s ‘TARGET’ model for interventions: <a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a> ‘interventions are delivered by ... a trained teaching assistant’ ‘make appropriate connections between out-of-class learning and classroom teaching’	2 3 6

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

Budgeted cost: £4535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide sensory circuits twice weekly before school to support pupils with their fine and gross motor skills. Pupils are supported to be settled and ready to learn when coming into school.	Through a range of activities, the children begin with alerting activities, moving to organising activities and ending their session in the calming phase. <a href="https://www.childrenschoicetherapy.co.uk/sensory-circuits/">https://www.childrenschoicetherapy.co.uk/sensory-circuits/</a> Amongst other traits, sensory circuits are proven to help children who ‘are slow to start work’, ‘difficulty paying attention’ and are ‘lacking in confidence to join in’. <a href="https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8">https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8</a>	6 1
Ensure all children are able to attend clubs and trips by supporting with finances – paying 50% of all clubs and trips.	“... breadth of life experiences gained from extra-curricular activities, covering the range of sporting, musical and artistic domains, represent valuable opportunities”  “Evidence from young people themselves presented here shows the wider value placed on extra-curricular activities. These were found to be an important part of childhood, a space to have fun, escape the pressures	5 4

	<p>of school work, on top of their value in developing confidence, social skills and team work abilities”</p> <p>“...positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills”</p> <p>An Unequal Playing Field – Department of Education and Institute for Policy Research, University of Bath (2019)</p>	
--	--	--

**Total budgeted cost: £26,140.00**

## Part B: Review of the previous academic year (2021-2022)

### Outcomes for disadvantaged pupils

Staff have received CPD for The Write Stuff, creating an effective and consistent way of teaching writing across the school. As a result, vocabulary and sentence structure has improved across school, with children demonstrating a deeper understanding of structures of writing. Writing continues to be a high priority moving forwards, focusing on increased stamina and grammatical awareness and accuracy. Phonics interventions have taken place in the afternoons and have led to gaps being closed and children making accelerated progress in some cases. Further work is needed to ensure the consistency of phonics teaching across school.

Sensory circuits and Play Therapy have worked as effective tools to support children with developing a deeper understanding of their own emotions, as well as supporting children to come into school in a calm way, ready to learn. Children have given positive feedback about sensory circuits, explaining the impact these skills have had on their day-to-day learning and time at school.

All children have had access to our Pupil Premium TA, each receiving 1:1 time weekly. Children have been supported in a range of areas depending on their individual needs, these could be academically, socially or personally. As a result of these sessions, most children have developed in the areas they've worked on, and in turn these positive impacts have been observed in the classroom and around school. Further work will be done to support children with their individual areas of need, particularly around regulation of behaviour. All children's families attended school events and were supported to do so by regular contact with the school.

Summer 2022			
Year Group	Attainment EXS+ (All pupils)	Attainment EXS+ (PP pupils)	Gap
<b>Whole School</b>	Maths: 79.8% Reading: 71.4% Writing: 61.9%	Maths: 53.4% Reading: 33.4% Writing: 13.3%	Maths: -26.4% Reading: -38% Writing: 48.6%
<b>Year 1</b>	Maths: 80% Reading: 80% Writing: 60%	Maths: 50% Reading: 50% Writing: 0%	Maths: -30% Reading: -30% Writing: -60%
<b>Year 2</b>	Maths: 76.9% Reading: 61.5% Writing: 46.2%	Maths: 75% Reading: 50% Writing: 25%	Maths: -1.9% Reading: -11.5% Writing: -21.2%
<b>Year 3</b>	Maths: 90% Reading: 60% Writing: 60%	N/A	N/A
<b>Year 4</b>	Maths: 86.7% Reading: 80% Writing: 80%	Maths: 33% Reading: 33% Writing: 33%	Maths: -53.7% Reading: -47% Writing: - 47%
<b>Year 5</b>	Maths: 50% Reading: 50% Writing: 50%	Maths: 50% Reading: 0% Writing: 0%	Maths: = Reading: -50% Writing: - 50%
<b>Year 6 (KS2 DfE)</b>	Maths: 81% Reading: 85.7% Writing: 71.4%	Maths: 100% Reading: 100% Writing: 0%	Maths: +19% Reading: +14.3% Writing: - 71.4%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
The Write Stuff	Jane Considine
Play Therapy	Play Therapy UK