

Pupil premium strategy statement – Speen Church of England 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	43
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	July 2023 – July 2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lisa Davies
Pupil premium lead	Lisa Davies
Governor / Trustee lead	Paul Oborn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7180.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7180.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all children, irrespective of their backgrounds or the challenges they face, to make the best possible progress, both academically and socially in all aspects of their education.

Everyone at Speen School is responsible for meeting the pastoral, social and academic needs of any 'socially disadvantaged' children within our school family so that they have an equal opportunity to thrive and achieve their fullest potential by developing the correct skills and learning behaviours to be able to fully engage, enthuse, enjoy and excel from their own individual starting points

Our aim is that:

- pupils receive quality first teaching through delivery of a well-planned and delivered curriculum.
- pupils' gaps in learning are identified and support is received where necessary either on a one-to-one basis or in groups.
- all pupils deserve the opportunity to experience all aspects of school life.
- well-being of pupils is paramount and the school will support all pupils so that they achieve positive mental and physical health whilst in the school's care.

Challenges

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

Challenge number	Detail of challenge
1	To ensure children make good progress in phonics and early reading.
2	To improve low confidence, self-esteem and mental health issues leading to poor behaviour
3	To narrow the attainment gap in reading, writing and maths
4	To ensure pupils are able to access activities that enhance their curriculum experience
5	Supporting children who need emotional support in order for them to be able to learn effectively

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
All non-SEND pupils who are eligible for PPG will make progress in line with their peers and achieve expected or above expected outcomes.	<ul style="list-style-type: none"> 100% of non-SEND disadvantaged pupils meet the requirements of the phonics screening check. 100% of non-SEND disadvantaged pupils to reach at least expected standard in reading, writing and maths.
Socio-economic and financial pressures on families in the current climate. Support will be provided for families that will relieve pressures of every day life.	<ul style="list-style-type: none"> Provision of uniform for identified pupils. Support with household goods in collaboration with local charities. Pupils with PPG are attending school trips.
All pupils who are eligible for PPG will have good all-round wellbeing (both physical and mental).	<ul style="list-style-type: none"> Through the Boxall assessment tool, the pupils can demonstrate they have good mental and physical well-being and also highlight any worries or anxieties.

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture training Training time 3 days	Nurture therapy provides PP children with a safe, supportive space to develop emotional wellbeing, secure relationships and stronger self-regulation. It helps remove social and emotional barriers to learning, improving confidence, behaviour and engagement in the	2 5

	classroom. As a result, children become more resilient, more settled in school and better able to access the wider curriculum.	
Little Wandle rapid catch up phonics training and support for resourcing the new synthetic phonics programme within the school – supply cover for staff attending	<i>There is convincing evidence of the value of systematic synthetic phonics (SSP), including the sevenyear study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England. In the United States, a seminal national study in 2000 described how: ... synthetic phonics programs produced stronger growth in reading than control programs in most of the different reader groups... The impact was ‘significantly greater for at-risk kindergartners and first graders’. The authors concluded that ‘synthetic phonics programs were especially effective for younger, atrisk readers’. The same alphabetic code underlies reading and writing inEnglish regardless of differences between children. In England, the national curriculum requires maintained schools to teach reading using systematic phonics. (the reading framework, Teaching the foundation of literacy, Department for Education, July 2021)</i>	1 3
Morphology Training – Teacher CPD supply cover	<i>Effects of phonological and morphological awareness on children's word reading development from two socioeconomic backgrounds — This study found that children from low-SES backgrounds tended to have weaker phonological and morphological awareness than higher-SES peers, and that these gaps largely explained differences in reading acquisition between the groups. This suggests that strengthening morphological awareness may help reduce SES-linked reading disparities. (Rachel Schiff, Einav Lotem Barilan University 2011)</i>	1 3
Lego Therapy Training –	<i>Lego Therapy supports Pupil Premium children by developing their social, communication, and teamwork skills in a structured, engaging way, helping them</i>	2 5

Teacher CPD supply cover	<i>build confidence and positive peer relationships. It also provides a hands-on, motivating approach that can boost focus and self-esteem, particularly for children who may face additional social or emotional challenges.</i>	
Additional speech and language therapy (SALT) assessment, intervention and staff training.	<i>EEF states that improving young pupils' vocabulary is often a high priority, particularly when teaching students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary.</i> <i>Oral language interventions EEF (educationendowmentfoundation.org.uk)</i>	1 3

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

Budgeted cost: £ 2180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific targeted interventions in class based on gap analysis provided by White Rose End of Unit Maths Tests, Little Wandle phonics assessments, end of unit writing assessments and any other form of in class assessment.	<i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. (EEF, 2020 The EEF guide to supporting school planning: At tiered approach to 2020-21)</i>	3

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

Budgeted cost: £2650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing the cost of school visits for those pupils who are entitled to PPG	<i>Learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. (Ofsted – How far should you go 2008)</i>	4
Providing the cost of after school clubs for those pupils who are entitled to PPG.	<i>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. (Social Mobility Commission – an unequal playing field 2019)</i>	4
Nurture groups, ELSA groups and individual social communication groups.	‘When we can talk about our feelings, they become less overwhelming, less upsetting and less scary’ – Fred Rogers Identified children are supported with their Social and emotional needs, following an assessed, planned and reviewed programme lasting approximately 6-8 weeks. Children who have their social and emotional needs met are more able to progress effectively with their learning in class.	2 5
TA support with a therapy dog.	A therapy dog supports PP children by reducing anxiety, building confidence, and encouraging positive social interactions. It also promotes engagement and emotional wellbeing, helping children feel safer and more motivated to participate in learning. <i>“The presence of therapy dogs helps students develop emotional-regulation skills ... reducing physiological stress (lower cortisol, heart rate) and promoting positive mood, which supports learning readiness and social-emotional wellbeing” – Frontiers</i>	2 5

Total budgeted cost: £ 7330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of 2025 Attainment in KS1					
Reading		Writing		Maths	
EXS+	GDS	EXS+	GDS	EXS+	GDS
100	50%	100%	50%	100%	50%

2025 Phonics Screening Results	
Year 1 All	Year 2
100%	NA

Previous Objectives

- i. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- ii. To narrow gaps between the educational achievement of these pupils and their peers.
- iii. To address any underlying inequalities between pupils, as far as possible.
- iv. To work in partnership with the parents/carers of pupils to secure success for these pupils.
- v. To boost pupils whose learning and attainment have been impacted by the changes in schooling caused by the pandemic over the last 18 months.

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
Doodle Maths	Doodle Learning
LetterJoin Handwriting	Letter Join
Little Wandle Letters and Sounds	Collins

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.