

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	40
Proportion (%) of pupil premium eligible pupils	10%
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 2023
Date on which it will be reviewed	November 2024
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	£1705
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£3705

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: £2645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Step On training (for positive behaviour management and de-escalation) £390 – support staff inset pay.	<i>Norfolk Steps is an approach which places inclusion and equality of opportunity for children and young people at the heart of all it does. Our aim is to influence and improve practice within schools, settings and organisations. At the core of our training messages are key principles which centre on the need for shared and understood strategies and approaches to maximise the</i>	5 and 2

	<p><i>likelihood for positive behaviour for both individual children and young people and at a whole school level. Emphasis is placed on positive relationships, consistency and restorative practice which enable children and young people to become self-regulating learners and thereby experience success in their settings and beyond.</i></p> <p><i>Norfolk Steps</i></p>	
Mental Health Lead	<p><i>Schools have a statutory responsibility to promote the 'wellbeing' of students. Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on 'personal capabilities' emphasises 'tenacity, self-motivation, problem solving and self-image'; Ofsted has stated that "children's wellbeing and happiness in school underpin their attainment and achievement"; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. (Public Health England 2014, Building children and young people's resilience in schools).</i></p>	5 and 2
<p>Whole staff phonics training and support for resourcing the new synthetic phonics programme within the school.</p> <p><i>£130 – new support staff training time</i></p>	<p><i>There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year 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, at-risk readers'. The same alphabetic code underlies reading and writing in</i></p>	1

	<p><i>English regardless of differences between children.</i></p> <p><i>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></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2121.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific targeted interventions in class based on gap analysis provided by White Rose End of Unit Maths Tests, Little Wandle phonics assessments and any other form of in class assessment.</p>	<p><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></p>	3

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

Budgeted cost: £270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attachment theory training for all staff</p>	<p><i>Children with attachment issues may have problems expressing or controlling their emotions and forming positive relationships, which</i></p>	2 and 5

	<i>might affect their mental health. (NSPCC)</i>	
Providing the cost of school visits 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

Total budgeted cost: £4536.60

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of 2023 Attainment in KS1					
Reading		Writing		Maths	
EXS+	GDS	EXS+	GDS	EXS+	GDS
100%	0%	0%	0%	100%	0%

2023 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
RM Easimaths	RM Maths

LetterJoin Handwriting	Letter Join
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

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.