

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	Spixworth Infant School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	10.5% (12)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	H. Jordan Executive Headteacher
Pupil premium lead	H. Payne Head of School (WV) Disadvantaged Lead
Governor / Trustee lead	M. Ellison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16620
Recovery premium funding allocation this academic year	£1450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11780
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	£29,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining highly.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>23% of pupils are below expected in Reading. Of that group 47% pupils have a primary barrier of vocabulary. 12% pupils have a primary barrier of comprehension and 41% decoding. Being below the expected standard in Reading means children are unable to access written information at the expected standard in all other subjects</p> <p>On entry to Reception class in the last 3 years, between 83-100% of our disadvantaged pupils arrive below age-related expectations in Speaking compared to 31-38% of other pupils.</p> <p>At Year 1 Phonic Screening (2022) 20% of our disadvantaged pupils did not meet the expected standard compared to 16% of other pupils.</p> <p>At Key Stage 1 (2022) 55% of our disadvantaged pupils did not meet the expected standard in Reading compared to 27% of other pupils.</p> <p>20% of pupils do not read regularly outside of school in KS1. Of these, 33% are disadvantaged.</p>
2	<p>23% of pupils are below expected in Maths. Of that group 100% pupils have a primary barrier of number. Attainment of disadvantaged pupils is lower than their non-disadvantaged peers.</p> <p>At Key Stage 1 (2022) 50% of our disadvantaged pupils did not meet the expected standard in Maths compared to 33% of other pupils.</p>
3	<p>30% of pupils are below expected in Writing. Of that group 68% pupils have a primary barrier of sentence construction. 32% have a primary barrier of stamina. Attainment of disadvantaged pupils is lower than their non-disadvantaged peers.</p> <p>At Key Stage 1 (2022) 60% of our disadvantaged pupils did not meet the expected standard in Writing compared to 36% of other pupils.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Poor pupil wellbeing and mental health and a lack of enrichment opportunities can be linked to the pandemic but have extended beyond this. Families in need of support, including those in emergency accommodation (within the village) remains high. These challenges disproportionately affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have remained high since the pandemic. 16 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 5 (2 of whom are disadvantaged) receiving regular, targeted interventions.</p>

5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 4.68% lower than for non-disadvantaged pupils.</p> <p>36.4% of disadvantaged pupils have been ‘persistently absent’ compared to 15.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
---	--

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
Improved Reading attainment among disadvantaged pupils	<p>Triangulated information demonstrates significantly improved vocabulary Phonic Screening outcomes by 2024-25 show that more than 95% of disadvantaged pupils achieve the expected standard</p> <p>KS1 Reading outcomes by 2024-25 show that more than 85% of disadvantaged pupils achieve the expected standard</p>
Improved Maths attainment among disadvantaged pupils	KS1 Maths outcomes by 2024-25 show that more than 85% of disadvantaged pupils achieve the expected standard
Improved Writing attainment among disadvantaged pupils	KS1 Writing outcomes by 2024-25 show that more than 80% of disadvantaged pupils achieve the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys, FSA feedback and teacher observations • a significant reduction in the quantity and severity of pastoral issues requiring interventions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £8,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate a senior member of staff to lead CPD of teachers, enable peer support and track progress of pupils and so enable professional conversations that support and challenge attainment (£6989)</p>	<p>Staff wellbeing, time for reflective, guided evaluation and peer learning all contribute to supporting effective teaching and learning. Feedback from peer assessment can reinforce learning and correct misunderstanding</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>When individualised instruction employs digital technology, the EEF find the positive effect on learners of this approach to be higher due to the more immediate feedback that is enabled</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Article 3 of the UN convention on the rights of the child states that the best interests of the child must be a top priority in all decisions and actions that affect children</p>	<p>1, 2, 3</p>
<p>TA training: Supporting TA Expertise with the aim of ensuring every interaction is impactful (£300)</p>	<p>There is a strong evidence base that suggests knowledgeable interactions between classroom staff and children have high impacts on learning:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>For TAs to lead the most effective interventions, they must be well-trained. General classroom support can be less</p>	<p>1, 2, 3</p>

	<p>impactful, yet where TAs are responsible for specific interactions including behaviour and feedback they should be as impactful as teachers:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education.</p>	
<p>Embed Spoken Language policy for all staff and training for new staff in school Phonics and Writing approaches (3 day supply £558)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 30 states children have the right to learn the and use the language of their families</p>	1, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2

for Mastery training). (3 day supply £558)	Article 28 of the UN convention on the rights of the child states that children have a right to education.	
--	--	--

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

Budgeted cost: £2740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate a TA to lead additional phonics, Reading, Writing and Maths sessions targeted at disadvantaged pupils who require further academic support. (2.5h/w £1660)	<p>Evidence suggests that well-trained TAs have the most impact in the interventions they lead:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence that phonic interventions and reading comprehension interventions have high impact:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's abilities</p>	1, 2, 3
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 of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Article 29 of the UN convention on the rights of the child states education must develop every child's abilities</p>	1, 2, 3

(40% contribution £1080)		
-----------------------------	--	--

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

Budgeted cost: £15,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate the FSA and pastoral TA to provide responsive interventions to pupils and parents and so meet needs in relation to wellbeing, attendance and behaviour (FSA contribution £3488 and TA £6841 ELSA £480)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's personality and talents to the full	4, 5
Enhancement of the social and emotional curriculum through purchasing a whole school experience day and subsidising enrichments including clubs, trips and activities (£1500)	Outdoor adventure learning can have a positive impact on academic learning and non-cognitive outcomes such as self-confidence – the impact is greater for more vulnerable students Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Social and emotional interventions that develop a positive school ethos and support greater engagement in learning also evidence positive impact for learners in academic and non-academic skills:	4, 5

	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities</p>	
<p>Purchasing Marvellous Me subscription and ingredients for Cook and Connect - small group cooking followed by family sharing and chatting sessions to engage with families, creating strong links between home and school (MMe £199, C&C £1000)</p>	<p>Developing effective parental engagement for all parents to improve their children's attainment has strong impact. There is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for key staff to develop and implement new procedures (3 day supply £558)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Article 28 of the UN convention on the rights of the child states that children have a right to education</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have</p>	

(£1000)	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
---------	---	--

Total budgeted cost: £26,211

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

For the academic year 2021-22, this can be found on the individual school Pupil Premium strategies 2021-22 on our website.