

# Spire Junior School - Pupil Premium Strategy Statement



## School overview

Detail	Data
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027 (year 1 of 3)
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Charlotte Vernon
Pupil premium lead	Charlotte Vernon
Governor / Trustee lead	Martin Lloyd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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>	£170,540

# Part A: Pupil premium strategy plan

## Statement of Intent

At Spire Junior School, we have exceptionally high expectations for all pupils which encourage and support them to excel in their academic work and other aspects of their learning journey, reaching their potential. Our aim is to use the funding to achieve and sustain positive outcomes for our disadvantaged children. We offer a rich, relevant, broad and balanced curriculum which offers them the foundation for life in a diverse, ever-changing and diverse world.

### Intent

It is our intent that the curriculum, and the teaching and learning within it, meets the needs of all pupils, regardless of their ability or background.

A significant proportion of our school is classed as disadvantaged, therefore constructing a school that closes a disadvantaged gap is fundamental to our goal of all our children leaving school meeting their full potential. This includes developing:

- An ability to reflect, discuss, evaluate and think critically
- An ability to be an engaged and effective life-long learner
- An enhanced understanding and knowledge of the world, both locally and globally
- An understanding of how one's own character and social, cultural, spiritual and moral development are key to becoming active and useful members of society
- Respect and tolerance for themselves and others

### Our priorities are as follows:

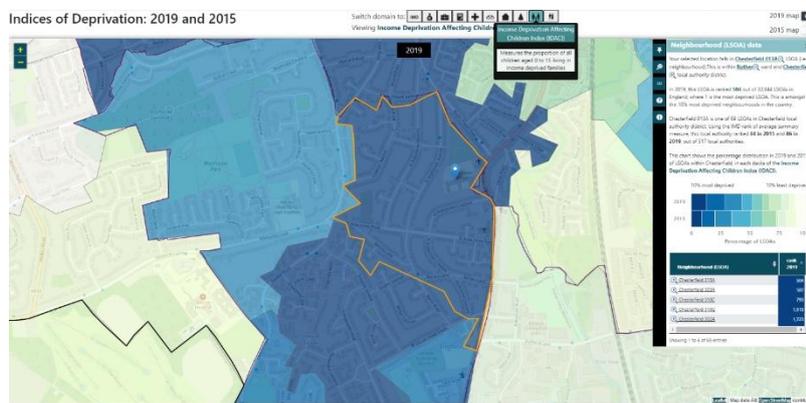
- Ensuring all pupils receive quality first teaching each lesson.
- Closing all attainment gaps between disadvantaged and their peers
- Providing targeted academic support for pupils who are not making expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported with appropriate CPD to keep on improving. Where pupils are at risk of falling behind and not making at least expected progress from their Key Stage 1 starting points, school implements a range of targeted academic support in order to ensure disadvantaged pupils move back on track.

## Demography and School Context

Spire Junior School is a community located in Birdholme, central Chesterfield. We are a two form entry school.

The map below shows displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to. The darker the blue the more deprived decile the area belongs to. The majority of the school’s catchment is within the most deprived in the country. The LSOA in which the school is located is ranked as 504<sup>th</sup> out of 32,844 in terms of Income Deprivation Affecting Children Index (IDACI), meaning only 1% of areas in England have higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.



## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving These Objectives

The range of provision may include, but would not be limited to:

- Allocation of experienced teaching assistants to each class to support groups in overcoming gaps in learning.
- 1:1 Support
- Additional teaching and learning opportunities provided through other external agencies.

- Behaviour and nurture support during lunchtimes by providing activities to engage and promote good learning behaviours. (This provision links to our 'Attachment Aware' school status.
- Subsidise educational visits and residentials ensuring children have first hand experiences to use in their learning in the classroom.
- To enable the children to learn to play a musical instrument (through the Derbyshire Music Partnership) and to sing in a choir across South Yorkshire & Derbyshire (Young Voices)
- Supporting children to have access to a nutritional breakfast.
- Providing book bags to new starters
- Having a school washing machine to support families.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1. SEMH	Children enter our school with a variety of social and emotional needs required additional support – A higher number of our disadvantaged pupils have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional and behavioural needs. Many are also involved with external agencies including social care, health, police, CAHMs.
2. Attainment	A proportion of our children enter school with lower than average levels of attainment compared to their peers, including a high percentage of children with Special Educational Needs. This impacts on the assessment data and academic attainment of some of our pupils.
3. Aspirations	A number of our disadvantaged pupils and families lack aspiration for their futures, reducing their motivation and commitment to learning. Difficulties with engaging with learning may be influenced by external and familial sources.
4. Cultural Capital	Children's experiences, cultural capital and understanding of the world (including other cultures and beliefs) are limited due to context and environmental factors. This has the potential to impact on academic progress in all curriculum areas.
5.	Attendance and punctuality issues – Pupils and their families are affected by a range of social and emotional issues, including medical

Attendance	and mental health problems which can result in low attendance or persistent absenteeism.
6. Communication and Language	A high proportion of our disadvantaged pupils have limited vocabulary knowledge to support their communication and language, reading comprehension and writing fluency. This is further affected due to the lack of availability and exposure to quality texts outside the school.

## 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.

Challenge being addressed	Intended outcome	Success criteria
1. SEMH	Children who require additional social, emotional and mental health support have access to trained pastoral support in school which improves the children's ability to co-regulate and self-regulate.	<ul style="list-style-type: none"> <li>• Increased numbers of identified disadvantaged children accessing pastoral interventions, such as ELSA, Anger Gremlins, Drawing and Talking Therapy and Lego Therapy.</li> <li>• Children and families benefit from the work and expertise of a full-time Family Support Worker, including access to our Early Help offer.</li> <li>• Children and families benefit from the work and expertise of a full-time Pastoral Manager</li> <li>• Families to benefit from Solihull Parents Theory and Practice.</li> <li>• Pupil and parent voice indicates that all disadvantaged families feel a strong sense of trust and have a positive relationship with the school</li> <li>• School investigates and initiates a broader range of strategies to ensure the engagement of disadvantaged parents.</li> <li>• Wrap around care provision and Holiday clubs will ensure our families are supported and therefore children are ready and able to learn.</li> </ul>
2. Attainment	Improved attainment across the curriculum for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Children in receipt of Pupil Premium make expected or better progress from their baseline assessments, narrowing the gap between disadvantaged and non-disadvantaged pupils.</li> </ul>

		<ul style="list-style-type: none"> <li>Disadvantaged children to attain in Reading, Writing and Maths KS2 outcome data in line with national figures.</li> <li>Children in receipt of Pupil Premium to perform inline with national average for Year 4 Multiplication Tables Check.</li> <li>Disadvantaged pupils to perform in line with their peers regarding their foundation subject knowledge or learning.</li> </ul>
3. Aspirations	To raise aspirations of our children regarding their academic or vocational attainment, future employment, further education choices and career prospects.	<ul style="list-style-type: none"> <li>Pupils in receipt of pupil premium will attend or work with staff from further education establishments, including local secondary schools, colleges and universities to raise aspirations</li> <li>Children will be exposed to a wide variety of professionals coming in to speak to and share their careers with the children through activities, workshops and assemblies</li> <li>Children will be exposed to a wide range of academic and vocational employment prospects and pathways.</li> </ul>
4. Cultural Capital	Children will benefit from an extensive range of activities, trips, residential and visitors to broaden their cultural capital experiences throughout their time at Spire Junior School	<ul style="list-style-type: none"> <li>Wrap around care provision and Holiday clubs will ensure our families are supported and therefore children are ready and able to learn.</li> <li>All children access trips or visits in school, regardless of disadvantaged status and ability to pay</li> <li>All children enjoy experiences within school, including visitors from specialists, experts and other volunteers.</li> </ul>
5. Attendance	Attendance data for children in receipt of Pupil Premium will be in line with national attendance data for non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>A trained and skilled attendance lead in school to follow up with attendance issues.</li> <li>Termly analysis of attendance data shows disadvantaged pupils are in line with the national target of 96%</li> <li>A pro-active and personalised approach is implemented with the family support worker, ensuring attendance is brought back into line where targets have not been met.</li> </ul>
6. Communication and Interaction	Children have access to and are exposed to a range of high-level texts throughout their time at Spire Junior	<ul style="list-style-type: none"> <li>Monitoring shows a range of speech and language strategies are embedded within class teaching.</li> </ul>

	School (including exposure to whole stories, non-fiction texts, poetry, and vocabulary-rich environments).	<ul style="list-style-type: none"> <li>• An expanded selection of texts available in school to support reading at all stages</li> <li>• Pupil Premium pupils at Spire Junior School will perform alongside national average data for attainment and progress both at the expected and at the higher standard.</li> <li>• Pupil voice indicates that disadvantaged pupils have a clear understanding of strategies they can draw upon.</li> <li>• Pupils can identify strategies to use when faced with difficulties and can use them with confidence.</li> <li>• Staff have attended CPD sessions to develop their understanding of the delivery of reading and writing in school in order to narrow the word gap.</li> </ul>
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## 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: £10,374.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the Core Subscription to Learn Sheffield to develop teaching pedagogy, subject leaders and senior leaders	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings. Learn Sheffield state 'Our purpose is to enhance the life chances of children and young people in Sheffield. Our education partnership works with and through our member settings to achieve this by: providing high quality school improvement support for Sheffield settings, leading collaboration within and beyond our education sector'.	2, 6
Release all subject leads to attend subject leader development training through Learn Sheffield. 6 hours per subject x 14 subjects		2,6
NPQSL completed by two members of SLT cover time = 2 x	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff	1, 5

27 hours and a NPQBC completed by a member of SLT = 1 x 25	development has been effective in other settings. The content of the NPQ course is designed in consultation with expert advisory groups from across the education system and the Education Endowment Foundation.	
Education Improvement Service Training in Maths, Writing, Reading, PSHE (148.50 x 6)	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	2
Teaching and Learning Responsibility payment for Lead Teacher role in school	Distributed Leadership model in place to develop the wider staff team based on extensive research about leadership styles and building leadership capacity from NPQ and wider reading on educational theory	4,6
Access to high quality, up-to-date and inclusive texts through our Sheffield Library Service subscription, Scholastic Book Fairs and the Book Bus.	Based on evidence of the impact of using high-quality texts from the EEF Improving Literacy in KS2 document, as well as evidence from the Centre for Literacy in Primary Education.	2,3,4,6
Maths resources to support whole class teaching and academic interventions	To support the Mastery approach to Maths by using concrete resources to support learning	2, 4, 6,

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

**Budgeted cost: £49,334.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Support for target children for Maths - Times Tables -	Making Best use of Teaching Assistants EEF Report, Cognitive Load Theory	2, 6

Going for Gold intervention		
Teaching assistant support for phonics and spelling delivery - 14 hours a week	Systematic Synthetic Phonics Research, EEF report, Scarborough Reading Rope	2, 6
Teaching assistant support pre-and-post teaching delivery - 7 hours a week	Cognitive Load Theory, Retention and Recall theory, Rosenshine's principles, Making Best use of Teaching Assistants EEF Report	2, 6
One-to-one Writing conferencing - 7 hours a week	Cognitive Load Theory, Retention and Recall theory, Rosenshine's principles, Making Best use of Teaching Assistants EEF Report	2, 6

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

**Budgeted cost: £110,830.84**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
ELSA Supervision	Maslow's Hierarchy of Needs theory, Russell and Mann research into ELSA practice, support from DCC ELSA supervision network, National Association for Pastoral Care in Education	1, 5
Breakfast Club staffing and Magic Breakfast subscription	Maslow's Hierarchy of Needs theory, DFE evaluation of the impact of Breakfast clubs	1, 2, 5
Nurture lunch group	Maslow's Hierarchy of Need, Research conducted through OFSTED on the impact of Nurture groups in school show that they are an effective social, emotional and mental health intervention	1, 5,
Family Support Worker and Pastoral Manager	The ever-increasing number of children affected by safeguarding issues, pastoral matters and in need of social care or pastoral support require expert, trained staff to engage with their care.	1, 5

Book Bags for all incoming children, school uniform and PE kits for disadvantaged children as needed to support families.	Children and families feel included in the Spire family by developing a sense of belonging and inclusion	1, 5
Subsidise visits, trips and visitors	Developing cultural capital across the school cohort will have a positive impact on learning, social and emotional development and cultural awareness. OFSTED.	3, 4, 6
Rock Steady	Developing cultural capital across the school cohort will have a positive impact on learning, social and emotional development and cultural awareness. OFSTED. Playing music gives the brain a multisensory “workout” that can strengthen memory, help us pay attention, and perhaps even improve reading ability - Frontiers for Young Minds	3, 4, 6
Attendance Lead	Pupils with higher absence over key stage 4 (year ten to year eleven) had lower GCSE attainment in 2019	5

**Total budgeted cost: £170,540.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

- Within the KS2 SATs data, our disadvantage pupils improved from being in the 70<sup>th</sup> percentile for reading into the 64<sup>th</sup> percentile. Our average scaled score improved for disadvantaged children in both Reading and Maths, though the percentage of children achieving Age Related Expectation declined.
- Academic support and intervention is still needed within the new Pupil Premium framework to ensure that teaching and learning remains a high-priority focus within school.
- Children with special educational needs who were entitled to pupil premium funding accessed new resources to support their learning in school. This includes fine and gross motor skill equipment, the creation of The Rainbow Room, the development of our Ocean Room, two 'Retreat' break out spaces, the development of Forest School within school and access to the music programme Rock Steady.
- Children with special educational needs who were entitled to pupil premium funding accessed new assessment materials to monitor their learning in school. This includes the use of Derbyshire's Formative Footprints Assessment Framework.
- Pupil Premium attendance was roughly the same within school as the previous academic year. Our percentage of absence and our percentage of persistent absence was lower than the national data.
- Support was ongoing and thorough for a large percentage of children within school on our Pupil Premium register. This included the Solihull Parenting Course, access to our Food Bank and food hampers, donated uniforms and school shoes, support for attendance and funding for trips and visits.
- Our parents have been invited in to support school in a variety of ways. This includes fundraising events, picnics, science shows, gold award assemblies and parent craft afternoons. Feedback from parents' surveys show that overall, the parents are appreciative of the school offer.
- We hold hybrid Parents' Evenings to allow parents to access from home where this is needed. This has increased the number of families attending Parents' Evenings and engaging with their child's education.
- School partly-funds after school clubs to enable parents and families to access these. School also hosts HAF programmes during the Summer and Easter holidays which were well attended. These sessions ensure the children receive a hot meal and contact with a professional over the extended time off of school.

### Externally provided programmes

Programme	Provider
Times tables Rockstars	TT Rockstars
Ed Shed online learning platform	Ed Shed

Letterjoin	Letterjoin
Number Bots	Number Bots