

Spire Junior School - Pupil Premium Strategy Statement



School overview

Detail	Data
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (year 2 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£156,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£156,045

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.

Achieving These Objectives

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

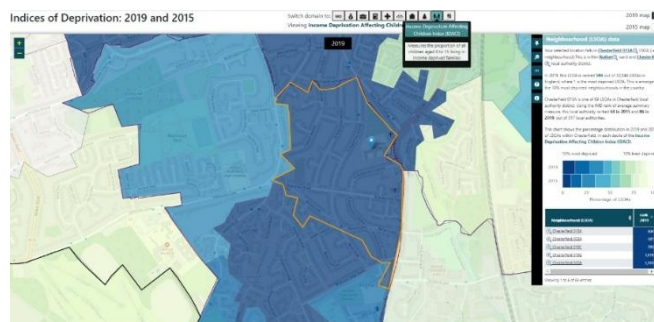
- Allocation of experienced teaching assistants to each class to support groups in overcoming gaps in learning
- 1:1 Support
- Additional teaching and learning opportunities provided through other external agencies
- Behaviour and nurture support during lunchtimes by providing activities to engage and 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 Rock Steady)
- 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.

Demography and School Context

Spire Junior School is a community located in Birdholme, central Chesterfield. We are a one-and-a-half form entry school.

The map below 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 504th 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.



School % FSM6	Well above average 58.60	Well above average 60.64	Well above average 59.43
Local area % FSM6	Well above average 41.38	Above average 37.76	Above average 37.52
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Well above average	Above average	Above average
School location deprivation	Well above average	Well above average	Well above average

Challenges

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

Challenge number	Detail of challenge
1. SEMH	Assessments, observations, transition work and discussions with children and their families indicate that children enter our school with a variety of social and emotional needs requiring additional support. Statistically, a higher number of our disadvantaged pupils have Adverse Childhood Experiences (ACES) and we ensure we provide highly-trained staff to support children in these circumstances. Parental and staff referrals for SEMH support remain high. 76% of our disadvantaged children received pastoral support at a level beyond standard classroom practice throughout the previous academic year.
2. Attainment	Internal and External (National) assessments indicate that attainment among disadvantaged pupils is below non-disadvantaged pupils. The number of disadvantaged pupils achieving the Expected Standard in Reading, Writing and Maths combined was -50.3% below National data, with the most statistically significant being in Reading, with a gap of -42.7% (a scale score gap of -8.7). In comparison, our non-disadvantaged pupils had a gap of -24%, with -26.7% for Reading (a scale score gap of -3.4). Our baseline assessments for this academic year show 11% working at age-related expectations in Reading and 22% working at age-related expectations in Maths.
3. Aspirations and social mobility	Conversations, observations and surveys of our pupils and families (including 'thoughts and feelings' activities, SMILERS activities, Nurture support and staff and pupil voice work) indicate that there is a need to promote high aspirations for school life and beyond, including promoting social mobility. 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 th 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.

4. Cultural Capital	Conversations, observations and surveys of our pupils and families show that many of our disadvantaged children have not yet undertaken a range of experiences to enhance cultural capital and understanding of the wider world (including other cultures and beliefs). This has the potential to impact on academic progress in all curriculum areas, as it can affect vocabulary, comprehension, cultural and social awareness and contextual factors, particularly in reading.
5. Attendance	Our attendance data over the previous academic year indicates that attendance among disadvantaged pupils was 93.6%, compared to 95.9% for non-disadvantaged pupils and 94.5% for all children combined. For those children who are disadvantaged and with SEND needs, the attendance for the previous year stands at 93.5%. The persistently absent data for disadvantaged pupils was 27.8% compared to 15% for non-disadvantaged and 22.9% for all children combined in the previous academic year.
6. Communication and Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers (this data is supported by Reception baseline data where available).

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"> • Children are supported in school with their social, emotional and mental health so they are able to focus and learn in school. • Children are supported to co-regulate and self-regulate in order to access their learning for the intended period of time. • Increased numbers of identified disadvantaged children accessing pastoral interventions, such as ELSA, Anger Gremlins, Drawing and Talking Therapy and Lego Therapy. • Children and families benefit from the work and expertise of a full-time Family Support Worker, including access to our Early Help offer.

		<ul style="list-style-type: none"> • Children and families benefit from the work and expertise of a full-time Pastoral Manager. • Pupil and parent voice indicates that the majority of disadvantaged families feel a strong sense of trust and have a positive relationship with the school. School investigates and initiates a broader range of strategies to ensure the engagement of disadvantaged parents. • Wrap around care provision and Holiday clubs will ensure our families are supported and therefore children are ready and able to learn.
2. Attainment	Improved attainment across the curriculum for disadvantaged pupils, particularly in Reading.	<ul style="list-style-type: none"> • Children in receipt of Pupil Premium make expected or better progress from their baseline assessments, narrowing the gap between disadvantaged and non-disadvantaged pupils. The number of disadvantaged pupils achieving the Expected Standard in Reading, Writing and Maths combined was -50.3% below National data, compared to -24% for non-disadvantaged. • Significantly increased percentage of disadvantaged children reaching the expected standard in reading from 19%. • Have a new phonics programme embedded in school in order to close the gaps in lower key stage 2 and allow for consistency of learning with the local infant feeder school. • Disadvantaged children's attainment in Reading, Writing and Maths KS2 outcome data to be closer in line with national figures. • Children in receipt of Pupil Premium to perform closer in line with national averages for Year 4 Multiplication Tables Check. • Disadvantaged pupils to perform in line with their peers regarding their foundation subject knowledge or learning on internal assessments and AfL activities.
3. Aspirations	To raise aspirations of our children regarding their academic or vocational attainment,	<ul style="list-style-type: none"> • Pupils in receipt of pupil premium will attend or work with staff from further education establishments, including

	<p>future employment, further education choices and career prospects.</p>	<p>local secondary schools, colleges and universities to raise aspirations.</p> <ul style="list-style-type: none"> • 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. • Children will be exposed to a wide range of academic and vocational employment prospects and pathways. • Pupil voice will show a wider variety of aspirational jobs / vocations being selected by our pupils. • A significant number of disadvantaged pupils will have had experience of or visited a range of industries or places of work and employment, including through our STEM residential to Whitehall, Mini Police, visits to London and other political centres and STEM to STEAM project.
<p>4. Cultural Capital</p>	<p>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</p>	<ul style="list-style-type: none"> • Wrap around care provision, including breakfast club and access to both on and off-site after school clubs will ensure our families are supported and therefore children are ready and able to learn. • HAF clubs are hosted at school free-of-charge and staff provided where this would be beneficial to support children in attending. • All disadvantaged children access trips or visits in school, regardless of disadvantaged status and ability to pay. This includes to religious places of worship, industry visits, museums, centres of learning and other educational establishments. • All disadvantaged children enjoy experiences within school, including visitors from specialists, experts and other volunteers for a variety of subjects, including PSHE, Science, History and RE. • Disadvantaged pupils, particularly long-term disadvantaged pupils, will have access to fully-funded / partially funded residential visits (Go Beyond / Hucklow / Skegness) over their time at Spire Junior School.

		<ul style="list-style-type: none"> • All children will benefit from ‘audience and form’ led writing, where they will be exposed to and be able to showcase their Writing to an audience. • All children will undertake work towards authentic outcomes, where their work is showcased, they interact with the public and / or their work is published in order to expose them to a wider purpose for their work.
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"> • A trained and skilled attendance lead in school follows up with attendance issues daily. • Attendance data for Pupil Premium eligible children is regularly monitored and acted upon. This takes place on a weekly and termly basis through internal and DFE data systems. • A reduced number of children are regularly late to school, being marked as L or U. • Paperwork and documentation is completed for families where children have taken unauthorised leave of absence. • 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. • ISAS involvement is initiated where this is considered beneficial for the families / children struggling with attendance. • Part-time timetables, where used, are reviewed regularly and collaboratively with parents / guardians to ensure attendance at school remains as high as possible whilst looking after the health, safety and wellbeing of the pupil.
6. Communication and Interaction / oracy	Children have access to and are exposed to a range of high-level texts throughout their time at Spire Junior School (including exposure to whole stories, non-fiction texts, poetry, and vocabulary-rich environments).	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment An expanded selection of texts available in school to support reading at all stages. • Pupil Premium pupils at Spire Junior School will perform alongside national

		<p>average data for attainment and progress both at the expected and at the higher standard.</p> <ul style="list-style-type: none"> • Pupil voice indicates that disadvantaged pupils have a clear understanding of strategies they can draw upon to support them with their communication and interaction. • 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 and feel confident in the delivery of this curriculum model. • Staff have attended CPD sessions to develop their understanding of the delivery of an oracy curriculum in school and feel confident adopting the oracy policy. • Children feel confident accessing and understanding the WIDGIT communication tool where this has been used as a support for their communication and language.
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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: £23,100

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	2, 6
Release all subject leads to attend subject leader development training through Learn Sheffield. 6 hours per subject x 14 subjects		2,6

	settings, leading collaboration within and beyond our education sector'.	
Education Improvement Service Training in Maths, Writing, Reading, PSHE (150 x 9) as core, plus additional EIS Derbyshire training and follow on CPD as appropriate	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	2
Release for Writing lead to attend training on the new Writing Framework and Oracy training. Cover to disseminate training to staff through CPD, team teaching and peer coaching	This training and focus group is completed in line with South Yorkshire Maths Hub and evidence-based in its approach. EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	2, 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is strong evidence that suggests oral language interventions, and good oracy practices, such as high-quality classroom discussion, are inexpensive to implement but with high impact on reading and language	2,6
Release for Maths lead to engage with Mixed-age Maths focus group and disseminate training to staff through team teaching and peer coaching	This training and focus group is completed in line with South Yorkshire Maths Hub and evidence-based in its approach. EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	2
Purchase, training and CPD of a DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, including those who are Pupil Premium	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2,6

eligible. This includes staff training and release time for the Reading lead as well as the wider staff training		
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

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

Budgeted cost: £43,365.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Support for target children for Maths - Times Tables - Going for Gold intervention	Making Best use of Teaching Assistants EEF Report, Cognitive Load Theory.	2, 6
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
Online learning platforms to increase exposure to fluency questions, times tables and spelling and support parents / carers to engage at home.	Children's enjoyment and engagements of the apps shows that these are useful resources. After a push on times-tables last year, the MTC scores improved.	2

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

Budgeted cost: £89,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Improving_Social_and_Emotional_Learning_in_Primary_Schools EEF .	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.	3, 4, 6
Attendance Lead	Pupils who attend 95-100% of the time are 1.3x more likely to achieve the expected standard in Reading, Writing and Maths than pupils who attend 90-95% of the time. Pupils who attend 90-95% of the possible sessions are also 1.3x more likely to achieve the outcome than pupils who attend 85-90% of the time. At the lower attendance bands, pupils who attend 50-55% of the time are twice as likely as pupils who are severely	5

	absent (attending less than 50% of the time) to achieve the expected standard.	
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Total budgeted cost: £156,045.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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. Routines are further embedded and this is clear through monitoring activities with internal and external parties.

The oracy policy is in its initial stages of implementation, and staff training has been delivered.

A review of reading in school has shown a need to adapt our phonics curriculum offer, and this has been completed in line with advice and support from the English Hub.

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 into a Positive Play room, two 'Retreat' break out spaces, the development of Forest School and Outdoor Education.

Pupil Premium attendance was roughly the same within school as the previous academic year, when focusing on end-of-year data. However, persistent absence for those in receipt of Pupil Premium was still higher, as was data for those children were disadvantaged and had Special Educational Needs.

Pastoral 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. All disadvantaged pupils received some support at Christmas either via hampers, presents or vouchers. All disadvantaged children have been offered access to the HAF programmes on and off site.

76% of children eligible for Pupil Premium accessed a pastoral offer above and beyond the classroom last academic year, including (but not limited to) Nurture, Anger / Anxiety Gremlins, Lego Therapy, Forest School, Meet and Greet, Drawing and Talking, Behaviour Box and ELSA.

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.

Disadvantaged children throughout school have benefitted from musical experiences in each year group, including Young Voices / Samba drumming / Choir / Rock Steady, all of which were fully or partly funded through Pupil Premium funding.

Careers week was re-launched this year in school. This saw disadvantaged pupils engaging with the police, nurses, mental health professionals, dog trainers, authors and politicians. Disadvantaged children in Year 6 took part in a tour of the Houses of Parliament, Chesterfield Town Hall and Matlock County Hall.

Children in receipt of Pupil Premium visited Sheffield Book Awards, sporting events, summer holiday trips to Skegness, Hucklow residential, Go Beyond residential, visits to Magna and other museums as well as multiple local walks and visits.

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Externally provided programmes

Programme	Provider
Times tables Rockstars	TT Rockstars
Ed Shed online learning platform	Ed Shed
Number Bots	Number Bots
Little Wandle Phonics	Little Wandle