

Pupil premium strategy statement 2023 / 2024



School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------|
| School name | Spire Junior School |
| Number of pupils in school | 188 |
| Proportion (%) of pupil premium eligible pupils | 61% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 / 2024/35 – 2025/26 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | C Vernon |
| Pupil premium lead | Emily McKinnon |
| Governor / Trustee lead | Vanessa Edwards |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £152,855 |
| Recovery premium funding allocation this academic year | £14,791 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £167,646 |

Part A: Pupil premium strategy plan

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.

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 (61%), therefore constructing a school that closes a disadvantaged gap is fundamental to our goal of all our children leaving school meeting their full potential.

- an ability to reflect, discuss, evaluate and think critically
- an ability to be an engaged and effective life-long learner
- respect and tolerance for themselves and others
- 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.

Our priorities are as follows:

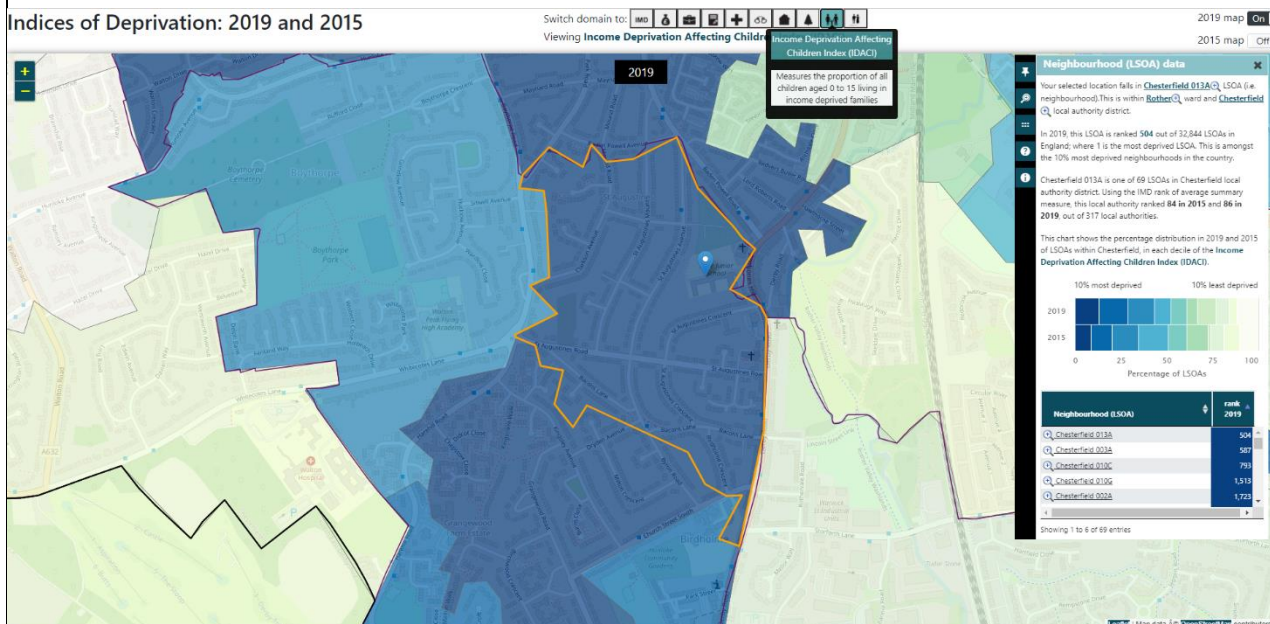
- Ensuring all pupils receive quality first teaching each lesson.
- Closing all attainment gaps between disadvantaged and their peers.
- Providing targeted academic support for pupils who are not making expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour,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



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 firsthand 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 music company) 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 | Weak language and communication skills |
| 2 | Varied life experience |
| 3 | 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. |
| 4 | Attendance and punctuality issues – Pupils and their families are affected by a range of social and emotional issues, including medical and mental health problems which can result in low attendance or persistent absenteeism. |
| 5 | Parental engagement – Some pupils and families have limited aspirations for their futures, reducing their motivation and commitment to learning. Spire works hard to develop a love of learning and high aspirations for our children and families. |
| 6 | Cultural capital deficit, leading to narrow vocabulary knowledge in speaking, reading comprehension and writing - Children's experiences 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 due to limited acquisition of a broader range of vocabulary and availability of 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.

| Intended outcome | Success criteria |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved attainment across the curriculum for disadvantaged pupils | 100% of pupil premium pupils make better or expected progress from their KS1 starting points and achieve in line with their peers. Pupil Premium pupils at Spire Junior School will outperform national average data for attainment and progress both at the expected and at the higher standard. |
| Increase rate of progress for pupils identified as having SEND. | SEND PP children to make increased rates of progress which will be measured through formative and summative assessments. |
| Pupils and families with identified social, emotional, mental health or health needs are supported by school staff so that the needs are removed and/or alleviated in order allow for improved attainment. | Provision of family support worker is impacting positively upon attendance disadvantaged pupils and reducing the rates of persistent absenteeism. 'Talk About' sessions ensure pupils with SEMH needs are supported. Parent sessions provide guidance on how to support children with reading, homework etc. |
| Pupils and families with identified social, emotional, mental health or health needs are supported by school staff so that the needs are removed and/or alleviated. | 100% of pupil premium pupils make better or expected progress from their KS1 starting points and achieve in line with their peers. Pupil Premium pupils at Spire Junior School will outperform national average data for attainment and progress both at the expected and at the higher standard. Provision of family support worker is impacting positively upon attendance disadvantaged pupils and reducing the rates of persistent absenteeism. |
| All pupils achieve attendance at 95% or above (unless an exceptional circumstance) and pupil premium attendance is at least in line with all pupils, if above 95%. | Termly analysis of attendance data shows disadvantaged pupils are in line with this target. 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. |
| Metacognitive strategies are embedded in all teaching, across the curriculum, supported by the explicit teaching of modelling of these strategies. Pupils are able to self-regulate emotions and develop effective learning strategies, allowing them to be independent learners who are resilient and relish a challenge. Pupils are able to apply a range of collaborative skills with confidence in order to work towards a collective goal. | Monitoring shows a range of metacognitive strategies are embedded within class teaching. Pupil Premium pupils at Spire Junior School will outperform national average data for attainment and progress both at the expected and at the higher standard. Pupil voice indicates that disadvantaged pupils have a clear understanding of metacognitive strategies they can draw upon. Attitudes to learning amongst pupil premium children are |

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| | <p>positive. Pupils can identify strategies to use when faced with difficulties and can use them with confidence. When compared with non-disadvantaged pupils, fewer behaviour incidents are recorded and fewer pupil premium children are in detention due to red and yellow level behaviour. Pupil premium children are well represented in the rewards system.</p> |
| <p>Our parental engagement initiatives build trust and develop strong relationships with the school community, including our most vulnerable families. Parents feel encouraged and supported to help their children. Disadvantaged pupils have aspirations for and knowledge of career options, raised awareness of the qualifications and training needed to achieve them and the desire and motivation to achieve personal academic goals.</p> | <p>Parents will be supported by class teachers, family resource workers and wider school staff (pupil premium advocates - see below) in academic areas as well as attendance. Pupil Premium Advocates allocated to PP pupils to provide advocacy and close the attainment gap between Pupil Premium and non-Pupil Premium pupils, through working closely with school staff, pupils and their families in order to remove any barriers to learning and accelerate progress. Pupil and parent voice indicates that all disadvantaged families feel a strong sense of trust and have a positive relationship with the school. SLT lead PP parent talks ensure the full range of barriers to learning and trust with the school partnership are identified and tackled together as a team. School implements a range of events to give support to parents e.g. Reading Together and Maths Together sessions. School investigates and initiates a broader range of strategies to ensure the engagement of disadvantaged parents. A range of successful parental engagement projects are implemented with measured impact from parent voice surveys. An increased use of online services (e.g. class emails and ParentMail) ensure direct contact from teachers to parents of disadvantaged pupils. Wrap around care provision and Holiday clubs will ensure our families are supported and therefore children are ready and able to learn.</p> |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Ensure high quality teaching across the school. | | |
| <p>Join the Learners First Teaching Alliance to support staff development training opportunities (and cover)</p> <p>Create additional capacity to allow leaders and subject co-ordinators in school to work with colleagues in 1:1 CPD sessions (or small group sessions) = Appointment of an additional HLTA (Partially subsidised by PP income)</p> | <p>EEF Report - Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings.</p> <p>£1,000</p> <p>£30,095</p> | <p>1,3</p> <p>1,3,5</p> |
| <p>Provide staff with high quality CPD, including KAGAN training</p> | <p>High quality CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. Evidence based teaching methods used to improve outcomes for children.</p> <p>£1,500</p> | <p>1,2,3</p> |
| <p>CPD to support writing from Derby Research School</p> <p>Reading comprehension and fluency strategies training</p> | <p>Derby Research School offer bespoke training based on the EEF's Improving Literacy in KS2 and use of The Writing Revolution's approach to help children develop strong sentences.</p> <p>£350</p> <p>The EEF state that reading comprehension strategies, focusing on the learners' understanding of written text, have a high impact on average (+6 months), and that alongside phonics it is a crucial component of early reading instruction. Art and Science of Reading by Christopher Such analyses the acquisition of reading skills, providing an</p> | <p>1,3,5</p> |

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| <p>Specific training on metacognition, scaffolding and modelling, feedback and questioning to enhance quality first teaching</p> | <p>overview of the key technical and practical aspects of how children read, linking theory to classroom practice. The Mega Book of Fluency by Ted Rasinski recognises the pivotal relationship between comprehension and word recognition. It also offers an assessment scale to identify individual and class gaps in understanding and fluency.</p> <p>£500</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF Guide to Pupil Premium) Rosenshein’s 10 principles of instruction, ‘Ask Questions’ and ‘Provide Models for difficult tasks,’ confirm that these are fundamentally important areas to focus our CPD upon. The EEF state that metacognition, self-regulation and feedback approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress and that evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. Furthermore, the EEF state interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, have an average overall impact of four months’ additional progress on attainment. Mannion and McAllister’s ‘Fear is the Mind Killer’ expands on all of these concepts in far greater detail, outlining and providing clear guidance on how to harness the common elements in order to bring greater coherence to learning. Jean Gross’s book Reaching the Unseen Children has also been a useful resource to ensure our offer is evidence-based and research-driven.</p> | |
| <p>Wider experiences built into the whole school curriculum to address the cultural capital deficit.</p> | <p>The Sutton Trust report that parents play a significant role in the educational development of their children and that these influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to</p> | <p>1,2,3,5,6</p> |

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| | <p>their children. Furthermore, they also report that better off parents are more likely to support their child outside of school through visits to historical and culturally significant sites, through after school activities such as music tuition and are significantly more likely to pay for private tuition. The EEF reported that impact evaluations of their trials did not deliver evidence of statistically significant improvements in the measures of pupils' academic attainment used in their projects, but state that we should also measure what we value, rather than risk valuing only what we can (currently) measure, and continue to state that they believe that all children should have access to arts education opportunities for their own sake and the wider enrichment and enjoyment that they can bring. Reaching the Unseen Children by Jean Gross also reinforces the importance of wider experiences.</p> <p>£5000</p> | |
| <p>Access to high quality texts with book for every child</p> | <p>In Improving Literacy in KS2, the EEF report that reading books aloud and discussing them is a purposeful speaking and listening activity to develop pupils' language capability to support their reading and writing.</p> <p>£1000</p> | <p>1,3,5</p> |
| <p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p> | <p>Research by the EEF, Anna Freud Centre and Young Minds demonstrates evidence that building children's social and emotional skills improves academic outcomes, attitudes, behaviour and relationships with peers Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Impact: +4 months</p> <p>Drawing and Talking training £700</p> | <p>1,2,3,4</p> |

Budgeted cost: £40,145

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Improve literacy and numeracy skills of Y6 children so that enabling 65% of Y6 children achieve the expected standard in Reading, Writing and Maths combined in the 2024 SATs</p> | | |
| <p>Teaching Assistants support delivery of pre-teaching, overlearning and quality first teaching</p> | <p>The ATM report an action-research project around pre-teaching supported vulnerable children to be active and influential participants in mathematics lessons. Pre-teaching and overlearning with small groups has noticeable effect on children by assigning competence later in the lesson, allowing a boost of confidence and self-concept, preventing/minimising experiences of 'failure' in the lesson.</p> | <p>1,2,3</p> |
| <p>Phonics support TA Further embed Phonics scheme and resources for the lowest 20% of readers throughout the school.</p> | <ul style="list-style-type: none"> • Targeted phonics sessions to ensure all children have the basic and necessary skills in reading to be successful in KS2. • Evidence that children must be able to read prior to any academic success. <p>£9,000</p> | <p>1,2,3</p> |
| <p>Maths and English intervention through small group tutoring against current objectives.</p> <p>Writeaway Together</p> | <p>The DfE report positive outcomes for interventions in English and Maths prior to transition to KS3. Previous NTP funding showed success from small group intervention/teaching which resulted in improved progress and increased confidence of learning.</p> <p>The EEF state that the use of high quality structured interventions can help pupils who are struggling with their literacy, and while schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence</p> | <p>1,3</p> |

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| | <p>demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The school psychology service's 'What Works Well for Literacy Difficulties' states that Write Away Together has been successfully implemented across many schools and is focused on individual children who are not making expected gains in writing or are working below national expectations. As Write Away Together involves a dialogue between the child and the trained partner about independent writing produced at the first point of teaching, the programme develops writing skills through discussions and links strongly into and reinforces Quality First Teaching. Data provided in the study of efficacy showed a remarkable gain for those who participated.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing) 92

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To ensure children are ready to learn at the beginning of school. To run a breakfast club to ensure all children have the opportunity to have a healthy breakfast.</p> <ul style="list-style-type: none"> • Consumables • TA hours | <p>Free to children in receipt of FSM, we find that Breakfast Club provides an effective 'bridge' into school for those children who struggle with this transition. We have found that Breakfast Club has significantly improved attendance for some children.</p> | 3,4,5 |
| <p>Family Support Worker and designated Pupil Premium Lead</p> | <p>Regular and individualised contact made with PP families to identify barriers to learning and what emotional and social support may be required. Staff receive appropriate training to fulfil role. By identifying specific features of the community and individual families, we can</p> | 1,2,3,5 |

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| | <p>better serve their needs. (EEF Guide to Pupil Premium) The NSPCC state that early help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2018). Furthermore, the EIF state that early intervention shows evidence of improving outcomes for children and young people. The Sutton Trust report that parents play a significant role in the educational development of their children, in a variety of ways, through organising and managing their route through the school system, supporting them academically and with advice, and through providing them with the financial resources to maximise the impact of their education. These influences differ substantially according to the social class of the parent, limiting the social, cultural and financial capital they can pass on to their children. Furthermore, the EEF state that participation in the arts (+2 months) and collaborative learning (+5 months) can have positive impact on pupil outcomes.</p> | |
| <p>Disadvantaged children have help to ensure that they can attend all visits.</p> <p>Subsidise coach costs for visits to make them more accessible</p> | <p>National research show a variety of experiences and opportunities can support learning at all levels.</p> | 1,2,3,4,5,6 |
| <p>Whole staff review and training on behaviour management continuing to use Paul Dix's behaviour style and the EEF 'Improving Behaviour in School' with the aim of developing our school ethos and improving behaviour across school</p> | <p>This will be a whole school approach to develop consistency. Despite taking longed to embed it is found to be successful and have a positive impact.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Impact: +4 months</p> <p>We are a partner school of Home When the Adults Change</p> | 4 |
| <p>Breakfast</p> | <p>Free to children in receipt of FSM, Breakfast Club can provide an effective</p> | 1,4,5 |

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| | 'bridge' into school for those children who struggle with this transition | |
| To support children with a nurturing curriculum and offer emotional support to deal with mental health issues. | <p>To continue to employ an Emotional Literacy Support Assistant to support mental health across the school Mrs Harrison to run ELSA programme, Lego Therapy, Drawing and Talking.</p> <p>Pupils who have experienced trauma and have an emotionally available adult in their life for 20% of the time are able to self-regulate more quickly and deal with issues more effectively. Our Credentials (traumainformedschools.co.uk)</p> <p>Pupils who have a secure attachment will benefit in a number of ways; feeling happier, less angry, able to ask for help and can contribute. Nine Ways Children Benefit From Secure Attachment (psychcentral.com)</p> | 1,2,3,4,5 |
| To improve school attendance through the governments advice. Working together to improve school attendance - GOV.UK (www.gov.uk) | <p>Implement new procedures and to work alongside named attendance support officer to improve whole school and individual attendance.</p> <p>Engage with parents to build a good home-school partnership to improve attendance. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Dedicated prizes and rewards for attendance £500</p> | 1,3,5 |
| To continue to employ two learning mentors / safeguarding officers to work with those children who require extra support e.g. Behaviour support, vulnerable pupils and poor attenders as well as monitor attendance. | <p>Previous success in school</p> <p>Pupils referred and support is put in place.</p> <p>Impact measured through behaviour reports, KS outcomes and improved attendance.</p> <p>With the additional increase in Social Service Involvement, it is essential that we know our children and can spot triggers which will affect learning. £43,000</p> | 1,2,3,4,5 |

Total budgeted cost: £ 52,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Year 6 KS2 Summer 2023 Outcomes | | | | | |
|---------------------------------|---------------|------------|----------------|-----------------|---------------|
| Year 6 | | % Expected | % National Exp | % Greater Depth | % National GD |
| Reading | All | 52% | 73% | 18% | % |
| | Disadvantaged | 59% | | 18% | |
| Writing | All | 60% | 71% | 24% | % |
| | Disadvantaged | | | % | |
| Maths | All | 72% | 73% | 20% | % |
| | Disadvantaged | 71% | | 18% | |
| SPAG | All | 58% | 72% | 26% | |
| | Disadvantaged | 59% | | 24% | |
| Combined (RWM) | All | 48% | 59% | 8% | % |
| | Disadvantaged | | | % | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------------------|--------------|
| X tables Rockstars | TT Rockstars |
| Insight Tracking | Insight |
| SeeSaw online learning platform | SeeSaw |
| Ed Shed online learning platform | Ed Shed |
| Number Bots | Number Bots |
| Charanga | Charanga |