

Pupil premium strategy statement



School overview

Detail	Data
School name	Spire Junior School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dave Shaw
Pupil premium lead	Dave Shaw
Governor / Trustee lead	Vanessa Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,380
Recovery premium funding allocation this academic year	£ 14,880
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	£139,260

Part A: Pupil premium strategy plan

Statement of Intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. As a school, we also consider research conducted by the EEF and their guidance report 'Using your Pupil Premium Funding Effectively' to support our spending plans.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

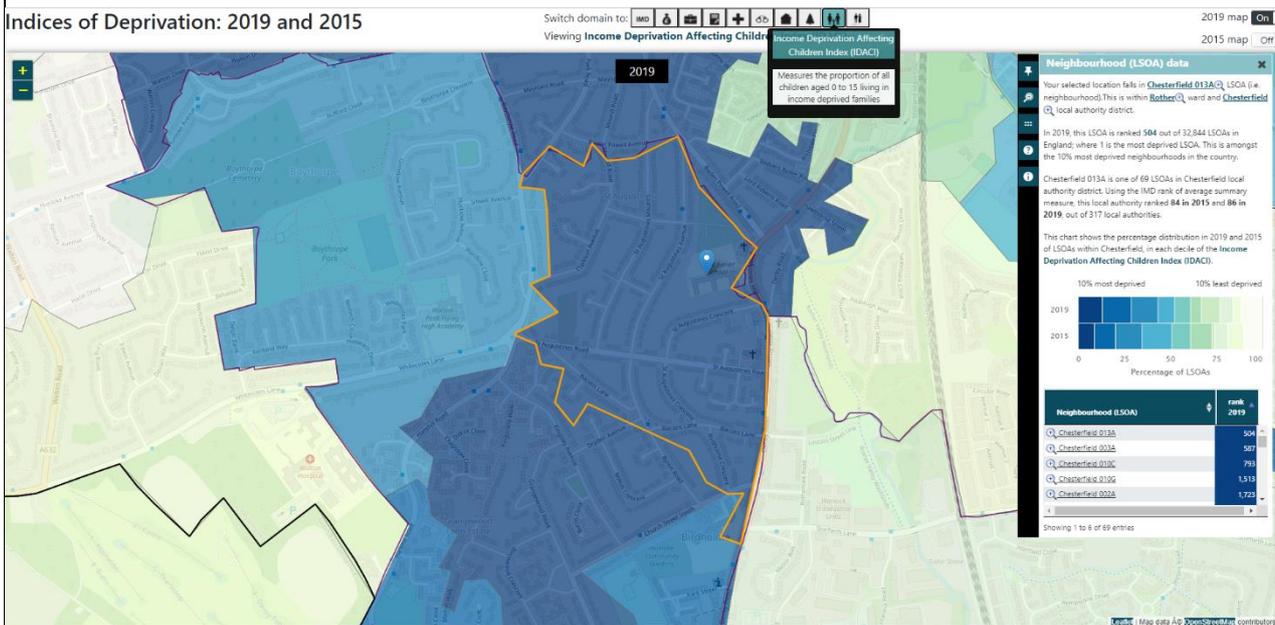
Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Due to the high percentage of children eligible for Pupil Premium funding, not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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 and our work on this issue).
- Pay for all activities, educational visits and residentials linked to our 'Spire Pledge'. 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)
- Pastoral team to support children in overcoming barriers to learning.
- 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	Require emotional and nurturing support
4	Attendance and punctuality issues
5	Chaotic family lives and social services involvement

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
Reading outcomes	Achieve national average + outcomes in KS2 Reading
Writing outcomes	Achieve national average + outcomes in KS2 Writing
Mathematics outcomes	Achieve national average + outcomes in KS2 Mathematics
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high quality teaching across the school.		
Join the Learners First Teaching Alliance to support staff development training opportunities. (and cover)	EEF Report – Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings. £1,000	1,3
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) 0.5 day per week	£5,000	1,3,5
Provide staff with high quality CPD, (including the purchase 'Teaching WalkThru' programme and Kagan training)	High quality staff 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. £5,000	1,2,3

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 2022 SATs</p>		
<p>TA support in all year groups</p>	<p>Same day interventions and planned interventions are critical in ensuring all children keep pace with the learning journey and maximises their opportunity to make accelerated progress.</p> <ul style="list-style-type: none"> • Daily phonics, reading, writing and mathematics support for vulnerable learners. <p>Paired or small group teaching has a positive impact upon attainment (NFER report on supporting the attainment of disadvantaged pupils)</p> <p>£40,000</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>£6,000</p>	<p>1</p>
<p>Employ an Academic Mentor to support catch up tuition</p>	<ul style="list-style-type: none"> • The government has devised Academic Mentors in schools to support disadvantaged pupils. <p>£3,000</p>	<p>1,2,3,5,</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) 92

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure children are ready to learn at the beginning of school.</p> <p>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>It is vital (and proven using Maslow's Hierarchy of Needs) that children need to overcome hunger to be able to learn.</p> <p>£7,200</p>	<p>3,4,5</p>
<p>To set up a 'board game' library to support children's social skills and language development.</p>	<p>Playing boardgames is an important activity for social development which develops both early language and social skills.</p> <p>£800</p>	<p>1,2,3</p>
<p>Disadvantaged children have help to ensure that they can attend all visits.</p> <p>Subsidise visits fully – The Spire Pledge</p>	<p>National research show a variety of experiences and opportunities can support learning at all levels.</p> <p>£20,000</p>	<p>1,2,3,4,5</p>
<p>To support children with a nurturing curriculum and offer emotional support to deal with mental health issues.</p>	<ul style="list-style-type: none"> • To employ an Emotional Literacy Support Assistant to support mental health across the school. Member of staff to run ELSA sessions daily and nurture support for vulnerable pupils as identified, and whole 	<p>1,2,3,4,5</p>

	<p>class support on a weekly timetable.</p> <ul style="list-style-type: none"> • Support is available to develop children's emotional literacy as well as a trained member of staff to support children in crisis. <p>£8,000</p>	
<p>To employ two learning mentors / safeguarding officers to work with those children who require extra support eg Behaviour support, vulnerable pupils and poor attenders as well as monitor attendance.</p>	<ul style="list-style-type: none"> • Previous success in school • Pupils referred and support is put in place. • Impact measured through behaviour reports, KS outcomes and improved attendance. • With the additional increase in Social Service Involvement, it is essential that we know our children and can spot triggers which will affect learning. <p>£43,000</p>	1,2,3,4,5

Total budgeted cost: £139,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Due to the pandemic school changed systems to ensure all children were given a nutritious breakfast at the beginning of each day – attendance improved to 97%

Phonics support introduced in the 2020-21 Academic year has shown a positive impact upon end of year NFER outcomes:

Current Year 3 Attainment 2020/21

		% Pupils meeting the expected standard (including greater depth) via NFER Assessments		% Pupils achieving greater depth via NFER Assessments	
Year 3		June 2019	June 2021	June 2019	June 2021
Read- ing	All	44%	59% +16%	10%	14% +14%
	Disadvantaged	42%	55% +13%	5%	7% +2%
	Boys	41%	68% +27%	7%	8% +1%
	Girls	50%	50%	17%	19% +2%

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

