

Spire Junior School – Pupil Premium Strategy Report



Summary Information					
School	Spire Junior School				
Academic Year	2021/22	Total PP Budget	£124,380	Date of most recent PP Review	
Total Number of pupils	187	Number of pupils eligible for PP	87 / 46%	Date of next PP Strategy Review	July 2022

Current Attainment (Y6 2019)		
	Pupils Eligible for Pupil Premium (School)	Pupils not eligible for Pupil Premium (National)
% achieving expected level in Reading, Writing and Maths	31%	38% (65)
Reading progress score	-4	-3.6
Writing progress score	-0.1	-0.2
Maths progress score	-4.2	-3.4
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school</i>)		
A: Low confidence and self-esteem		
B: Low oral, written and reading skills		
C: Poor diet / hunger / Health		
D: A varied life experience		
E: Require Emotional and Nurturing Support		
External barriers (<i>issues which also require action outside school</i>)		
D: Low Attendance		
E: Out of school learning eg completing homework		

Outcomes	Success Criteria
Children have improved in self-confidence and improved in self-esteem.	Children are confident about their own talents, and are able to overcome barriers to learning in a systematic and structured way.
Children are supported in their wellbeing	Support structures are in place Lines of communication in school are well utilised to ensure no children suffer in silence. The school works well with outside agencies to ensure the children have the support they require.
Improved Attendance	Attendance of 95% for disadvantaged children Learning mentor to monitor attendance Meetings with parents to improve engagement
Children are supported to overcome barriers to learning in the key areas of Reading, Writing and Maths.	Improved % of children meeting national expected standard Improved Phonics resources for lowest 20%
Children are supported in completing homework / out of school learning.	Workshops are run for parents Children are supported in completing homework tasks in school time

Planned expenditure					
Academic Year		2021-22			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1) Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	Monitor impact through lesson observations, pupil progress meetings and professional development meetings.	DS / SLT	July 2022 £1,000
	Create additional capacity to allow leaders and subject coordinators 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	EEF Report – Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings.	Monitor impact through lesson observations, pupil progress meetings and professional development meetings.	DS / SLT	July 2021 £5,000
	Purchase 'Teaching WalkThru' programme to support staff CPD	Evidence-based teaching methods used to improve outcomes for children.	Allocate staff CPD time and ensure observations and learning walks are linked with areas covered in CPD	DS	£1,000
Total Budgeted cost					£7,000

2) Targeted academic support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Contribute towards Teaching Assistant Budget Use Private Tutoring from NTP Small group booster groups	Previous success in school / EEF Guidance	½ Termly reviews on progress	AB/CV	July 2022 (£10,000)
Improve literacy and numeracy skills of children who are identified as falling behind throughout the school 75% of children to have achieved expected outcomes in reading, writing and maths.	Y3 to Y6 groups Daily reading, writing and maths support for vulnerable learners (This could take the form of pre learning / intervention groups / post learning support)	Paired or small group teaching has a positive impact upon attainment (NFER report on supporting the attainment of disadvantaged pupils)	Children identified through assessment for learning / end of term assessments and pupil progress meetings. Small groups are made up of these children. Regular monitoring Data assessment	DS/AB	July 2022 (£20,00)
Further embed Phonics scheme and resources for the lowest 20% of readers throughout the school.	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.	English lead to receive termly leadership time. Weekly leadership meetings	DS/CCW	July 2022 (£3,000)
Total Budgeted cost					£33,000

3) Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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. <ul style="list-style-type: none"> • Consumables • TA hours 	Previous success in school	Publicise breakfast club and target families who school believe it would benefit.	JM	July 2022 (£8,000)
Children have access to a variety of experiences which will support their learning	Disadvantaged children have help to ensure that they can attend all visits. The impact is increased experiences and opportunities. Subsidise visits fully	National research show a variety of experiences can support learning at all levels.	Ensure disadvantaged children have access to all opportunities.	DS	July 2022 (£15,000)
To support children with a nurturing curriculum and offer emotional support to deal with mental health issues.	To employ an Emotional Literacy Support Assistant to support mental health across the school. Member of staff to run ELSA sessions daily for vulnerable pupils as identified, and whole class support on a weekly timetable.	Support is available to develop children's emotional literacy as well as a trained member of staff to support children in crisis.	Staff identified, trained and timetabled to deliver this intervention.	DS	July 2022 (£8,000)

Disadvantaged children have extra support to overcome barriers to learning	To employ two learning mentors to work with those children who require extra support eg Behaviour support, vulnerable pupils and poor attenders as well as monitor attendance.	Previous success in school	Pupils referred and support is put in place. Impact measured through behaviour reports, KS outcomes and improved attendance.	DS	July 2022 (£46,700)
	Support access to after school provision		Monitor performance for children who've accessed after school provision. Vulnerable children to be prioritised.		July 2021 (£5,000) 10 TA hours a week to support?
	All new starters to receive a free book bag as part of transition.	Support children with a fresh start and promote a love of reading.	Orders placed July 2020	JM	July 2021 (£1,000)
Total Budget					£83,700

£123,700

Planned expenditure					
Academic Year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1) Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure high quality teaching across the school. All teaching across the school now judged as good or better.	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.	Monitor impact through lesson observations, pupil progress meetings and professional development meetings.	DS / SLT	July 2020 £10,000
	Create additional space to allow leaders and subject co-ordinators in school to work with colleagues in 1:1 CPD sessions (or small group sessions) 0.5 day per week	EEF Report – Pupil Premium. Case studies show that using PP funding to support staff development has been effective in other settings.	Monitor impact through lesson observations, pupil progress meetings and professional development meetings.	DS / SLT	July 2020 £10,000
Total Budgeted cost					£20,000
2) Targeted academic support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve literacy and numeracy skills of Y6 children so that enabling 65% of Y6 children achieve the expected standard in Reading,	Contribute towards Teaching Assistant Budget Small group booster groups	Previous success in school	A plan will be drawn up for supporting children who meet the criteria for Y6 Booster groups.	AB/CV	July 2020 (£14,000)

<p>Writing and Maths in the 2020 SATs</p> <p>Unable to measure outcome. Internal data suggests 56% of children have achieved combined expected standard.</p>					
<p>Improve literacy and numeracy skills of children who are identified as falling behind throughout the school</p> <p>70% of children to have achieved expected outcomes in reading, writing and maths.</p> <p>Small group support has taken place but unable to measure impact due to no NFER outcome data. Outcome to be measured in 2021 Assessments.</p>	<p>Y3 to Y6 groups</p> <p>Daily reading, writing and maths support for vulnerable learners (This could take the form of pre learning / intervention groups / post learning support)</p>	<p>Paired or small group teaching has a positive impact upon attainment (NFER report on supporting the attainment of disadvantaged pupils)</p>	<p>Children identified through assessment for learning / end of term assessments and pupil progress meetings.</p> <p>Small groups are made up of these children.</p> <p>Regular monitoring Data assessment</p>	<p>DS/AB</p>	<p>July 2020 (£14,780)</p>
Total Budgeted cost					£28,780

3) Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure children are ready to learn at the beginning of school</p> <p>Up to 60 children per day using breakfast club.</p>	To run a breakfast club to ensure all children have the opportunity to have a healthy breakfast.	Previous success in school	Publicise breakfast club and target families who school believe it would benefit.	JM	July 2020 (£5000)
<p>Children have access to a variety of experiences which will support their learning</p> <p>All visits subsidised and all children have accessed them. Visits have enhanced the curriculum and supported the children's 'sticky knowledge'</p>	Disadvantaged children have help to ensure that they can attend all visits. The impact is increased experiences and opportunities	National research show a variety of experiences can support learning at all levels.	Ensure disadvantaged children have access to all opportunities.	DS	July 2020 (£7,000)
<p>To support children with a nurturing curriculum and offer emotional support to deal with mental health issues.</p> <p>Nurture group has supported our most</p>	To employ two members of staff to run a nurture group daily for vulnerable pupils as identified.	National research shows the positive impact nurture can have to improve the academic performance.	Staff identified, trained and timetabled to deliver this intervention.	DS	July 2020 (£10,600)
	To train a member of staff	Support is available to	Staff identified, trained	DS	July 2020

<p>vulnerable children and re-intergrated them into the classroom and with their peers.</p> <p>ELSA sessions have supported mental health in school, enabling children to return to their work focussed and in the right frame of mind.</p>	<p>as an ELSA (Emotional Literacy Support Assistant) and release from class 0.5 per week.</p>	<p>develop children's emotional literacy as well as a trained member of staff to support children in crisis.</p>	<p>and timetabled to deliver this intervention.</p>		<p>£9300</p>
<p>Disadvantaged children have extra support to overcome barriers to learning.</p> <p>Behaviour incidents have dramatically reduced.</p> <p>Attendance has improved from the previous academic year – figures?</p>	<p>To employ two learning mentors to work with those children who require extra support eg Behaviour support, vulnerable pupils and poor attenders as well as monitor attendance.</p>	<p>Previous success in school</p>	<p>Pupils referred and support is put in place. Impact measured through behaviour reports, KS outcomes and improved attendance.</p>	<p>DS</p>	<p>July 2020 (£43,700)</p>
Total Budget					<p>£75,600</p>