

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2021 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sparkenhoe Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21; 2021/22 and 2022/23
Date this statement was published	October 2020
Date on which it will be reviewed	October 2021
Statement authorised by	Rhian Jones
Pupil premium lead	Penny Cooper
Governor / Trustee lead	Jo Webb

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,136
Recovery premium funding allocation this academic year	£ 33,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 151,496

# Part A: Pupil premium strategy plan

## Statement of intent

At Sparkenhoe Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about your starting points, but is instead about developing the necessary skills and values to succeed in the wider world.

Our pupils in receipt of the pupil premium funding may face specific barriers to reaching their full potential. At Sparkenhoe, we are determined to provide the support and guidance pupils need to help them overcome these barriers.

In addition to this, we provide all children with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils enter the school with low or no oral language skills, limited vocabulary and speech and language needs.
2	Many pupils enter the school with skills well below what is typical for their age in all areas.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Some pupils have limited access to technology at home.
5	Learning from home, due to Covid, has had a greater impact on rates of progress and attainment for pupil premium children.
6	Pupils and their families have social & emotional difficulties, including medical and mental health issues.

## 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
High quality interventions are in place to develop pupils' vocabulary skills.	Vocabulary used by 80% children, orally and in written work is age appropriate or close to age appropriate.
<p>Higher attainers and middle attainers maintain or exceed prior attainment rates.</p> <p>Children who have 'fallen behind' make accelerated progress and 'catch up' or are close to 'catching up' by the end of their key stage.</p>	<p>85% of identified pupils meet their end of year target in reading, writing and maths.</p> <p>An increase in the proportion of disadvantaged pupils attaining higher standards.</p>
The impact of any school or class closures is reduced through provision of high quality home learning.	All children have access to devices and wifi.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>Family support worker/SLT and SENCO identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable disadvantaged pupils all have an allocated mentor who meets with them regularly to provide support/alleviate barriers.</p>
High quality tuition is in place for all identified children.	90% of children make better than expected progress and meet or exceed their end of year target.
All pupils have opportunities to experience a wide range of activities, trips, visits and workshops that enable them to contextualize their learning and broaden their horizons.	<p>Pupils are exposed to a range of events and experiences to inspire and enhance learning and make it memorable.</p> <p>Planning documents evidence details of trips, visits, workshops etc.</p> <p>All pupils attend all external visits and trips and take part in all school based activities.</p> <p>Identified pupils are subsidised or fully funded to attend trips and residential visits.</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)

Budgeted cost: £ 80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in upper KS2 to provide quality first teaching for smaller group of identified children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 5
Additional staff training for new teachers who joined the school during the pandemic to ensure that best practice to support pupil premium pupils is established.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 5
Release time for newer teachers to observe best practice and access support from a mentor.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 5
Release time for mentors to support new teachers.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 5
Training for 4 members of support staff to ensure they can provide high quality mentoring for disadvantaged children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	6

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

Budgeted cost: £ 41 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention programme in F2. Release time for teachers and support	DFE <a href="https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap">https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap</a> Nuffield Foundation and the Education Endowment Foundation.	1

staff for training and preparation.		
High quality after school tuition in maths provided by teachers.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 5
Provision of laptops/tablets and wifi devices to disadvantaged pupils to use for online learning during any school/class closures and for additional homework activities.	<a href="https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-student-equity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/">https://www.oecd.org/coronavirus/policy-responses/the-impact-of-covid-19-on-student-equity-and-inclusion-supporting-vulnerable-students-during-school-closures-and-school-re-openings-d593b5c8/</a>  OECD Report	1, 2, 4, 5, 6
Work with individual pupils (Trained TAs)  Small group work delivering language interventions following training.  Coaching for Year 5 and 6 pupils to address misconceptions and close gaps.	Where TAs support individual pupils or small groups using high quality structured interventions, thus shows consistent positive benefits. Support is based on a clearly specified approach which teaching assistants have been trained to deliver  + 3 month Sutton Trust	1, 2, 5
HLTAs  Teach targeted reading inference groups and maths groups following training.  Cover for class teacher in 20 minute blocks to allow teacher to deliver interventions	Where TAs support individual pupils or small groups using high quality structured interventions, thus shows consistent positive benefits. Support is based on a clearly specified approach which teaching assistants have been trained to deliver  + 3 month	1, 2, 5
TA time to administer Accelerated Reader TA time used to support specific children in undertaking tests and reviews. Ensuring that children have a reading book closely matched to their reading age.	Where TAs support individual pupils or small groups, which on average show moderate positive benefits. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver  + 1 month	1, 2, 5

Phonics Focused phonic work taught at pace, including early introduction to sight words in F1. Small group catch up sessions.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.  +4 months	1. 2. 5
Closing the gap F2 TA time to release trained TAs for targeted intervention groups	Evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact  +6 months	1, 2, 5
Curriculum days This initiative aims at enhancing engagement of pupils. All teachers will be assisted to enhance their curriculum offer through the use of the pupil premium grant to part fund resources and workshops.	No Sutton  Trust research base	3, 6

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral care -Staff time  % of Deputy Head time including managing the Pupil Premium budget and tracking interventions.  % of Deputy Head time supporting children and families with pastoral issues.	No Sutton  Trust research base	6
A proportion of management time used to monitor progress and achievement of PP children.		6

Attendance Rewarding attendance - certificates - medals - prizes Work with parents – ½ day per week DH time	No Sutton Trust research base	6
Adventure / Residential Activities – subsidies To support low income families to send their children on residential trips.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. +3 months	3
Morning Care To provide morning care with breakfast and activities for identified pupils to ensure a good, settled start to the school day. To ensure children are ready to learn. Raised aspirations, engagement, motivation in school which will result in improved attendance and behaviour thus improved attainment.	Before School Programmes:  Moderate impact for low cost per child based on moderate evidence.  +2 months	6
Day trips Ensuring that all children have access to opportunities to take part in educational and social day trips.	Participation in outings: Moderate impact for moderate cost based on moderate evidence.  +2 months	3

**Total budgeted cost: £ 151 000**

## 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 2019 to 2020 academic year.

*Due to COVID-19, performance measures have not been published for 2019 to 2020.*

*As school was closed for the summer term, there is limited data to support the impact.*

*Spring data for the end of KS2 showed an in school gap. However, this data shows that the disadvantaged pupils were on track to be significantly above national average for disadvantaged pupils (based on data for 2018-19)*

#### **Grant Received in 2019-20**

Number of pupils and Pupil Premium grant (PPG) received 2019-20	
Total number of pupil on roll	416
Total number of pupils eligible for PPG	91
Amount of PPG per pupil	£1320
Total amount of Pupil Premium Grant received	£120,120
Funding deployed by the school in addition to pupil premium funding to support this group of pupils	£10,000

Pupils eligible for pupil premium funding are tracked and compared with the general school population. Pupils eligible for pupil premium funding achieve significantly better than these pupils nationally and to a similar standard to their peers by the time they leave Sparkenhoe.

#### **Key Stage 2 Attainment 2019-20 (Based on Spring data)**

Reading	Progress score	Attainment at expected
Pupil Premium	NA	74%
Not Pupil Premium	NA	90%
National average (Pupil Premium)	NA	NA



Writing	Progress score	Attainment at expected
Pupil Premium	NA	74%
Not Pupil Premium	NA	93%
National average (Pupil Premium)	NA	NA

  

Maths	Progress score	Attainment at expected
Pupil Premium	NA	74%
Not Pupil Premium	NA	93%
National average (Pupil Premium)	NA	NA