

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 422 |
| Proportion (%) of pupil premium eligible pupils | 27.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Rhian Jones Headteacher |
| Pupil premium lead | Penny Cooper Deputy Headteacher |
| Governor / Trustee lead | Emma Cull Governor for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £ 135, 730 |
| Recovery premium funding allocation this academic year | £ 14, 210 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Additional funding from school resources | £7060 |
| 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 | £ 157,000 |

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 intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 any identified 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 | Assessments, observations and discussions with children indicate pupils enter the school with low or no oral language skills, limited vocabulary and speech and language needs. |
| 2 | Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulty with reading and writing than their peers. |
| 3 | Assessments indicate that all pupils' phonics skills are below expected, with disadvantaged pupils more affected than their peers and more affected by school closures in previous years. |
| 4 | Assessments indicate that maths attainment of disadvantaged pupils is below that of their peers. |
| 5 | Some pupils are unable to engage with online homework platforms due to limited access to technology at home. |
| 6 | Our assessments, observations and discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures in previous years to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age related expectations. |
| 7 | Many pupils have limited experiences beyond their home life and immediate community. |
| 8 | At times, pupils and their families may have social and 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 |
|---|--|
| Improved oral language skills and vocabulary evident among disadvantaged pupils. | Pupil interviews and observations of learning evidence pupils using full sentences during discussions, with age appropriate correct vocabulary linked to the subject matter. This is also evident in books and ongoing formative assessments. Vocabulary used by 80% of disadvantaged pupils, orally and in written work, is age appropriate or close to age appropriate. |
| Improved reading attainment among disadvantaged pupils. | KS2 Reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard and the proportion at the higher standard is closer to non-disadvantaged pupils. |
| Improved phonic attainment among disadvantaged pupils. | KS1 Phonic check in 2024/25 show that more than 80% of disadvantaged children pass the assessment. |
| Improved maths attainment among disadvantaged pupils. | KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard and the proportion at the higher standard is closer to non-disadvantaged pupils. |
| Improved attainment in maths, spelling and grammar among disadvantaged pupils through use of online learning platforms. | Identified disadvantaged pupils have access to a device and wifi to support access to learning platforms at home. |
| Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | Sustained high levels of well-being demonstrated through feedback from: Pupil conferences; parents' evenings; teacher observations; parent and pupil surveys. Increased participation in enrichment activities, particularly among disadvantaged pupils. |

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: £ 75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Regular phonics CPD in a Systematic, Synthetic Phonics programme for all staff to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 3, 6 |
| Staff release time to access CPD for Talk for Writing project in F2. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1, 6 |
| Staff training (release time) for language group delivery throughout the school. NELI Targeted language groups Early Words Fun Time | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 6 |
| Purchase of high quality maths text books to enhance maths teaching and curriculum planning. Fund teacher release time to embed key elements and access CPD. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 4, 6 |

| | | |
|--|---|----------------|
| <p>CPD to enhance the teaching of reading and writing.</p> <p>Staff release time to embed and share strategies.</p> | <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | <p>2, 6</p> |
| <p>Subscription to Accelerated Reader to secure stronger reading comprehension skills and improve reading stamina.</p> | <p>Accelerated Reader helps educators, students, and their families put these practices into action—and more than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.</p> <p>https://www.renaissance.com/products/accelerated-reader/evidence/</p> | <p>2</p> |
| <p>Subscription to English and maths learning platform to embed basic skills in maths, spelling and grammar at home and at school.</p> <p>Note, devices/ access to internet are provided by school where needed.</p> | <p>Homework has a positive impact on average (+ 5 months),</p> <p>Studies involving digital technology typically have greater impact (+ 6 months).</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits</p> <p>Doodle reviews</p> <p>https://www.doodlelearning.com/for-schools</p> | <p>2, 4, 5</p> |
| <p>Release time for all teachers to develop and enhance all subject areas with enrichment activities.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>6, 7</p> |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>2, 4</p> |
| <p>Embed oracy activities across the school curriculum.</p> <p>Purchase of resources and ongoing teacher training and release time.</p> <p>Oracy 21 project.</p> | <p>The EEF reports that overall, oral language interventions generate “moderate impacts for very low cost, based on extensive evidence”, with additional impact for students from disadvantaged backgrounds. They recommend oracy as an evidence-based approach to improving literacy at both primary and secondary level.</p> <p>See Oracy 21 project impact report</p> <p>https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p> | <p>1</p> |

| | | |
|---|--|-------------------|
| <p>Funding to provide training and resources to implement Forest Schools.</p> | <p>The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> | <p>1,6,7,8</p> |
| <p>CPD for identified staff for delivery and management of the National Literacy Trust Changing the story intervention.</p> | <p>There is strong evidence that teachers and teaching assistants knowledge and expertise around teaching early reading skills improves. Teachers and teaching assistants increase their skills to provide a range of reading strategies with an understanding that phonics comes first. https://cdn.literacytrust.org.uk/media/documents/Changing the Story 2021-22 - FINAL.pdf</p> | <p>1, 2, 3, 6</p> |

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

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Delivery of 1:1 and group tuition after school hours. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>EFF: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 4,6 |
| Small group Phonic interventions with identified pupils who require further phonics support. Assessed and reviewed every 4 weeks. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2,3,6 |
| Early Words intervention with identified children. Assessed and reviewed every 4 weeks. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 2,3,6 |
| Delivery of Fun Time intervention to identified groups of children. Assessed and reviewed every 8 weeks. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 2,3,6,8 |
| Delivery of Changing the Story reading programme to identified Year 1 and Year 2 pupils. | <p>There is strong evidence that this programme improves children's standardised reading scores, positively impacts on children's reading enjoyment and has a positive impact on the wider school reading ethos.</p> <p>https://cdn.literacytrust.org.uk/media/documents/Changing_the_Story_2021-22_-_FINAL.pdf</p> | 1,2,3,6 |

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

Budgeted cost: £ 42,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| All vulnerable pupil premium children allocated a Mental Health Mentor to support them in alleviating barriers to learning through regular support. | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> | 6,7,8 |
| Family Support Worker /SENDCo / Mental Health Lead to identify and support families to identify and remove barriers including targeting poor attendance. | | 6,8 |
| Targeted programme with LCFC in the Community to work with less confident children to build resilience. | | 1,6,7,8 |
| <p>Ensure identified, vulnerable children are offered places at targeted after school clubs with a focus on social interactions and:</p> <p>Arts / sports/ music/ drama</p> | <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 6,7,8 |
| Ensure that vulnerable children are offered supported funded places on residential trips at least once while at Sparkenhoe. | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | 6,7,8 |

| | | |
|---|---|-------|
| Ensure that all children attend educational trips with their class. Lack of parental voluntary funding will not be a barrier to children attending any trips. | There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Character-related approaches can be most effective for improving attainment when they are specifically linked to learning. Of course, the activities may have intrinsic or other related benefits. There is moderate evidence that outdoor learning can have a positive impact on attainment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skillsenrichment&utm_medium=search&utm_campaign=site_searchh&search_term | 6,7,8 |
| Ensure that all children are funded to attend swimming lessons. | | 6,7,8 |
| All pupil premium pupils offered free breakfast club working in collaboration with Greggs. Management time for administration. | Evidence suggests that breakfast clubs can have a positive impact on KS1 academic outcomes, and on improved pupil behaviour and attendance throughout the school. https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs | 7, 8 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £ 157,000

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 2021 to 2022 academic year.

End of KS1 and 2 statutory tests and internal summer term data has been used to support the impact statement.

Summer term data for the end of KS2 showed a small in school gap. However, this data also shows that the disadvantaged pupils were significantly above national average for disadvantaged pupils and above national average for non-disadvantaged pupils.

Funding overview 2021-22

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation | £ 129, 120 |
| Recovery premium funding allocation | £ 13, 920 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 143, 040 |

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. They achieve better than all pupils nationally.

Key Stage 2 Attainment 2021-22

| Reading | Attainment at expected | Attainment at the Higher Standard |
|----------------------------------|------------------------|-----------------------------------|
| Pupil Premium | 86% | 24% |
| Not Pupil Premium | 94% | 50% |
| National average (Pupil Premium) | 62% | |
| National average (all) | 74 | 28 |

| Writing | Attainment at expected | Attainment at the Higher Standard |
|----------------------------------|------------------------|-----------------------------------|
| Pupil Premium | 71% | 5% |
| Not Pupil Premium | 82% | 9% |
| National average (Pupil Premium) | 55% | |
| National average (all) | 69 | 13 |

| Maths | Attainment at expected | Attainment at the Higher Standard |
|----------------------------------|------------------------|-----------------------------------|
| Pupil Premium | 86% | 29% |
| Not Pupil Premium | 97% | 44% |
| National average (Pupil Premium) | 56% | |
| National average (all) | 71 | 22 |

| Combined | Attainment at expected | Attainment at the Higher Standard |
|----------------------------------|------------------------|-----------------------------------|
| Pupil Premium | 71 | 5 |
| Not Pupil Premium | 82 | 9 |
| National average (Pupil Premium) | | |
| National average (all) | 59 | 7 |

Maths Tuition Impact

Children from Years 1 to 6

| | Working at expected Summer 2021 | Working at expected Summer 2022 |
|-------------------|---------------------------------|---------------------------------|
| Pupil Premium | 29% | 60% |
| Not Pupil Premium | 25% | 48% |

All children make significant progress from their starting points.

Whole School Age expected

Internal data gathered from teacher assessments, statutory assessments and end of year standardised tests show that pupil premium pupils match their peers in reading and maths. Writing is lower which matches the trend at the end of KS2. However, by the end of KS2, these pupils outperform pupil premium pupils nationally and all pupils nationally.

| | All children | Pupil premium | Not Pupil premium |
|---------|--------------|---------------|-------------------|
| Reading | 68% | 68% | 68% |
| Writing | 53% | 48% | 55% |
| Maths | 70% | 69% | 71% |

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 |
|--|--|
| Jigsaw | Jigsaw Education Group |
| Leicester City in the Community Premier League Stars | Leicester City FC / Primary League Premier Stars |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |