

Spinfield School

Pupil Premium Strategy



A community inspiring lifelong learning.

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Updated:	October 2025
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Signed:	J Spreadbury
Position:	Head Teacher
Date:	17.12.2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Spinfield School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Jayne Spreadbury
Pupil premium lead	Miss Beth Denton
Governor / Trustee lead	Mr Keith Spence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,380
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£831.61
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Spinfield School all members of staff and governors accept responsibility for all pupils irrespective of their background, culture or challenges they may face and recognise that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our intention at Spinfield School is that all pupils have access to a curriculum and resources which enable them to thrive and make good levels of progress across all subject areas, including those who are already high attainers. The main focus of our pupil premium strategy is to support those pupils from disadvantaged pupils to achieve their full potential.

At Spinfield School we consider all challenges that our vulnerable pupils face and plan accordingly to ensure that those who are entitled to pupil premium funding are supported appropriately, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach. Research suggests that this is the most significant and beneficial strategy in closing the attainment gap between disadvantaged and non-disadvantaged pupils in our school. Teachers receive training about quality first teaching and all have access to 'Ordinarily Available Provision' to support them with their classroom strategies.

At Spinfield School we aim to be proactive rather than reactive and provide early intervention to all our pupils. We ensure that support put in place is necessary and relevant to individual pupils' needs. We ensure that progress is monitored and assessed frequently to ensure that the attainment gap is closing and is supporting our children in reaching their full potential.

To ensure all children reach their full potential we will:

- adapt our teaching*
- ensure work is scaffolded up rather than differentiated down*
- ensure early intervention is in place*
- ensure that all staff at Spinfield recognise it is their responsibility to support disadvantaged pupils' outcomes and withhold high expectations for all pupils*

Challenges

Challenge number	Detail of challenge
1	<i>Observations and discussions with pupil's evidence that our pupils have limited experiences beyond their immediate environment which has in turn impacted their understanding of elements of the curriculum and language and communication.</i>
2	<i>Our observations evidence that many of our disadvantaged pupils have more significant wellbeing / pastoral and mental health needs.</i>
3	<i>Our assessments and observations evidence that disadvantaged children have language and communication difficulties (this is supported by national studies).</i>

4	<i>The balance between targeted support and inclusive practices. Children who have identified areas of need often need targeted support outside of the classroom. This has to be carefully thought out and timetabled to reduce children not being included in lessons.</i>
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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
<i>1. To provide children with rich and meaningful experiences that support their learning through the curriculum.</i>	<i>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum across year groups – including a wide range of free (or very low cost) extra-curricular activities which are available to all pupils all year round.</i>
<i>2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</i>	<i>A reduction in the number of well-being and mental health concerns raised by parents and staff. This will be evidenced with the reduction of referrals being made to CAMHs, parents meetings and SLT meetings.</i>
<i>3. To achieve and sustain improved % of children working at age related expectations for all pupils in our school, particularly our disadvantaged pupils. Increase the number of disadvantaged pupils achieving 'high standard' at KS2.</i>	<i>Data will show an increase in the number of children working at age related expectations year on year and an increase in the number of disadvantaged pupils achieving the higher standard (GDS) at the end of KS2.</i>
<i>4. To improve oral language and communication skills</i>	<i>Assessments (speech and language therapist reports, teacher assessments, Speech and Language Link Reports) and observations indicate significantly improved communication and oral language skills .</i>
<i>5. To implement targeted evidence based interventions with clear monitoring when necessary</i>	<i>Assessment data and tracking will show clear, accelerated progress</i>

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide teaching assistants with the relevant training to deliver evidence based interventions	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2, 3
Provide teacher and teaching assistants relevant training to support the pupils in their classrooms.	<p>High-quality teacher continuous professional development (CPD) is vital because it directly improves the effectiveness of classroom practice, which is the single most important factor in improving children's learning outcomes. Evidence from the Education Endowment Foundation shows that when CPD is carefully designed and sustained over time, it helps teachers build new knowledge, develop effective strategies, and embed changes in their daily practice. This is especially crucial for supporting disadvantaged pupils, as strong teaching has the greatest impact on closing attainment gaps. Effective CPD motivates teachers, provides practical tools, and ensures that improvements are consistently applied in the classroom. Ultimately, investing in well-designed CPD leads to better teaching and therefore better educational experiences and outcomes for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 5

<p>Provide teaching staff with the relevant time, training and resources to implement an emotional literacy programme.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that an effective evidence based SEL programme can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchhh&search_term</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3, 5</p>

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

Budgeted cost: £7185.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Reading support targeted at disadvantaged pupils who require further phonic and reading support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2/3</p>
<p>Provide evidenced based</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>3</p>

<p>interventions targeted at disadvantaged pupils who require further Literacy support delivered by trained teaching assistants</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide evidenced based interventions targeted at disadvantaged pupils who require further Numeracy support delivered by trained teaching assistants</p>	<p>High quality targeted support can provide effective extra support for children. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p>	3
<p>Provide evidenced based social, emotional interventions targeted at disadvantaged pupils that would benefit from nurture groups delivered by trained teaching assistants</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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2
<p>Engage with private therapists to support pupils with communication and language needs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Provide children with one to one support in lessons</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 5

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

Budgeted cost: £ 7847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with a wide variety of after school clubs for children to engage with	For children from economically disadvantaged backgrounds, who have lower takeup of formal out-of-school activities, school-based clubs appear to offer an affordable and inclusive means of supporting academic attainment. Nuffield Foundation, (2016).	1, 2, 3
Provide children with opportunities to attend residential and school trips	When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. Ofsted, (2008).	1, 2, 3
Provide children from socio disadvantaged backgrounds access to additional Music Tuition and lessons. Provide children from socio disadvantaged backgrounds with chrome books to enable them to access home learning.	Children from all backgrounds and every part of England should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to. DFE, (2011). City & Guilds Kineo case studies have made it increasingly clear that e-learning has the following positive benefits for learners: better attitude toward the elearning format and training in general, improved scores on tests, certifications or other evaluations, increase in number of learners who achieve 'mastery' level and / or 'pass' exams, greater ability to apply the new knowledge or processes on the job, better long-term retention of information. Reports by City & Guilds Kineo highlighted that "when given a choice, learners want mobile, relevant, personalised and self-paced content at a point of need." They "also highlight learners' leaning towards social and collaborative learning. Technology can support and enable this, at a global scale. So, basically, digital is where it's at, all round."	1

Total budgeted cost: £19683.64

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 **2024 to 2025** academic year. Pupil Premium children have made encouraging progress across all core subjects.

In reading, 83.3% of these pupils are working at or above age-related expectations, with 16.7% performing above.

Writing outcomes show that 75.0% are at or above expectations, with 8.3% exceeding expectations.

In mathematics, 83.3% of Pupil Premium children are at or above expectations, with 16.7% performing above.

While these outcomes demonstrate good attainment, there remains opportunity to accelerate progress further, particularly in writing, where fewer children are performing above expectations.

It is worth noting that 6.6% of the Pupil Premium group also have identified SEN needs, 20% of whom overlap with Pupil Premium, which can influence attainment patterns.

When compared with non-Pupil Premium peers, who achieved 89.9% at or above expectations in reading, 88.8% in writing, and 91.7% in mathematics, the data highlights a gap that we continue to address through targeted support. Non-Pupil Premium children also have higher proportions performing above expectations, particularly in reading and mathematics.

In addition to academic progress, 2024–2025 has seen a strong emphasis on enrichment and well-being. A wide range of clubs and school trips have been offered to provide meaningful experiences, with 71% of Pupil Premium pupils attending a club during the year and all pupils attending the school trips on offer. This is an initiative we strive to continue into 2025–2026, ensuring every child has access to enriching experiences.

The well-being hub has continued to be highly successful, alongside our ELSA programme, with children with Pupil Premium status and those with SEN remaining the targeted audience. Although staff illness meant ELSA had to pause during the summer term, two Pupil Premium children completed a term of sessions with positive outcomes.

Interventions remain evidence-based, and staff continue to receive ongoing training. “Toe by Toe” and “Power of Two” interventions continue to be used frequently, alongside “Socially Speaking.” We maintain close collaboration with the Speech and Language team and welcome private therapists to support children’s individual needs.

Overall, Pupil Premium children are achieving well, and with continued focus on targeted interventions, enrichment opportunities, and well-being support, their attainment and personal development can be further enhanced. By maintaining high expectations and providing tailored support, we are committed to narrowing the attainment gap and enabling all pupils to reach their full potential

Externally provided programmes N/A

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

Service pupil premium funding (optional) N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Performance Summary Report: Disadvantaged Pupil Progress (September 2025) Source: Buckinghamshire Council.

The provisional data for Spinfield School reflects a steady and effective approach to supporting disadvantaged pupils, with several key indicators showing that these students are reaching or exceeding expected standards by the time they complete their primary education.

Early Years and Foundation Progress

While the Early Years Foundation Stage Profile highlights an initial attainment gap, the school's subsequent interventions show a positive impact on student outcomes. In the Year 1 Phonics screening, the school achieved a 100% success rate for its disadvantaged pupil cohort. This result is particularly encouraging as it sits significantly higher than the Buckinghamshire average of 64.5% and the national 2024 average of 68% for disadvantaged learners. Furthermore, this performance surpassed the school's own "Other" pupil group by 10.3%, suggesting that the early literacy strategy is successfully meeting the needs of these students.

Key Stage 2 Outcomes

By the conclusion of Key Stage 2, the data indicates that disadvantaged pupils at Spinfield have made consistent progress across all core disciplines. The school recorded a 100% attainment rate in the combined Reading, Writing, and Mathematics metric. When compared to the broader Marlow Liaison Group average of 46.5% and the Wycombe Area average of 43.6%, Spinfield's results demonstrate a robust level of support that ensures no student falls behind.

Individually, the subjects of Reading, Writing, and Mathematics all saw disadvantaged pupils achieving the expected standard. This performance is notable when viewed against the national 2024 "Other" (non-disadvantaged) benchmarks, which stand at 80% for Reading and 79% for Mathematics. By matching or exceeding these national averages for non-disadvantaged peers, Spinfield's strategy has effectively provided its disadvantaged pupils with a high-attainment environment.

Conclusion

Although the school works with small cohorts in this demographic, the 2025 data suggests that the tailored support provided at Spinfield is helping pupils bridge earlier gaps. By the end of Key Stage 2, these students are performing with confidence, consistently meeting benchmarks that exceed local and national averages. This demonstrates a reliable educational pathway that prioritizes the progress of every learner.