

Spinfield School

Pupil Premium Strategy



Learning, Developing, Growing Together

**Spinfield School
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Updated:	December 2024
Review date:	December 2025
Signed:	
Position:	
Date:	

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	211
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£15,380
Recovery premium funding allocation this academic year	
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	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:

- 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>
4	<i>Our assessments and observations evidence that disadvantaged children have language and communication difficulties (this is supported by national studies).</i>

5	<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 improved 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: £250

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
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
Provide teaching staff with the relevant training and resources to implement an emotional literacy programme.	<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>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release	<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>	3, 5

time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Reading support targeted at disadvantaged pupils who require further phonic and reading support.	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	2/3
Provide evidenced based interventions targeted at disadvantaged pupils who require further Literacy support delivered by trained teaching assistants	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Provide evidenced based interventions targeted at disadvantaged pupils who require further Numeracy support delivered by	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	3

<i>trained teaching assistants</i>		
<i>Provide evidenced based social, emotional interventions targeted at disadvantaged pupils that would benefit from nurture groups delivered by trained teaching assistants</i>	<i>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):</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
<i>Engage with private therapists to support pupils with communication and Language needs.</i>	<i>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:</i> One to one tuition EEF (educationendowmentfoundation.org.uk)	4
<i>Provide children with one to one support in lessons</i>	<i>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:</i> One to one tuition EEF (educationendowmentfoundation.org.uk) <i>And in small groups:</i> Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 5

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

Budgeted cost: £ 13,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide children with a wide variety of after school clubs for children to engage with</i>	<i>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).</i>	1, 2, 3
<i>Provide children with opportunities to attend residential and school trips</i>	<i>When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. Ofsted, (2008).</i>	1, 2, 3
<i>Provide children from socio disadvantaged backgrounds</i>	<i>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</i>	1

<p>access to additional Music Tuition and lessons. Provide children from socio disadvantaged backgrounds with chrome books to enable them to access home learning.</p>	<p>to the next level of excellence if they wish to. DFE, (2011).</p> <p>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.</p> <p>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."</p>	
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Total budgeted cost: £15,380

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 **2023 to 2024** academic year.

Total Number of children: 12

Total Number of disadvantaged pupils: 8

Total number of children who are not disadvantaged: 4

Attainment against Age Related Expectations at the end of the 2024 Academic Year (Y1-6) 11 children

	Significantly Below	Below	Just At	Securely At	Above
Reading	2 (18%)		2 (18%)	6 (55%)	1 (9%)
Writing	2 (18%)		4 (36%)	5 (45%)	
Maths	2 (18%)	1 (10%)	1 (9%)	6 (55%)	1 (9%)

EYFS: 1 child

School	2022	2023	2024
Number of Disadvantaged Pupils	1	4	1
% of Good Level of Development	100%	0%	100%

Year One Phonics Screening Check: 3 children

School	2022	2023	2024
Number of Disadvantaged Pupils	0	1	3
% of Year 1 working at expected level	N/A	100%	33%

Year Six Data: 1 child

	2022	2023	2024
Number of Disadvantaged Pupils	1	0	1
Reading Ave. Scaled Scores	115.0	N/A	108.0
Gap Disad (sch) - Others (Nat)	9.0	N/A	2.0
Maths Ave. Scaled Scores	111.0	N/A	108.0
Gap Disad (sch) - Others (Nat)	6.0	N/A	2.0

Our 2024 pupil premium strategy is part of a three-year plan, and we have seen success in our third year, particularly in raising attainment and closing the gap. In reading, 80% of disadvantaged children achieved age-related expectations.

Data for the 2023 - 2024 Academic Year:

In writing, 80% of disadvantaged children met age-related expectations. In maths, 70% of disadvantaged children met age-related expectations. From the previous year, we reported an increase of 10% in pupils meeting age-related expectations. The figures above do not include data from the early years or students who began in 2024.

We have kept a dedicated teaching assistant who delivers evidence-based interventions. She has received appropriate training to deliver all interventions, and we have observed a positive impact on student achievement. This is budgeted to continue in the academic year 2024-2025.

Our DfE-validated Systematic Synthetic Phonics programme has been in place for two years and we continue to observe a beneficial impact on all of our pupils, including those from disadvantaged socio-economic backgrounds.

Academic Year 2033/2024 Data:

EYFS

In the Early Years Foundation Stage, 72.4% of all students achieved or exceeded age-related expectations. 100% of students from disadvantaged socio-economic backgrounds met or exceeded their age-related expectations.

KS1

66.6% of students from disadvantaged socio-economic backgrounds who did not meet age-related expectations have Educational Health Care plans in place. In Key Stage One, 33.3% of students met or exceeded age-related expectations.

KS2

100% of students from socio-economic backgrounds met or exceeded age-related expectations.

We have continued to use a maths mastery approach, and the maths lead continually monitors this by attending regular training and sessions, as well as frequent lesson observations and feedback sessions. Spinfield School has continued to ensure that children continue to have access to rich and meaningful experiences, trips, and clubs that support their learning across the curriculum, thereby supporting communication and language development.

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)

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