

Pupil premium strategy statement

School overview

Metric	Data
School name	Sparkwell All Saints Primary
Pupils in school	97 as at 1.7.23
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£26,130 2022-23 / £16,005 23-24
Academic year or years covered by statement	2022-24
Publish date	20.07.22
Review date	20.07.23/20.07.24
Statement authorised by	T. Bruce (Chair of Trustees)
Pupil premium lead	F. McLoughlin
Governor lead	L. Newbery

Disadvantaged pupil progress scores for 2023 (2 pupils)

Measure	Score
Reading	-3.48
Writing	-3.16
Maths	-5.71

Disadvantaged pupil performance overview for 2023

Measure	Score
Meeting expected standard at KS2 (combined)	50%
Achieving high standard at KS2	0%
Meeting expected standard at KS1	RE: 33% Wr: 33% Ma: 33%
Achieving high standard at KS1	0%
Y1 meeting phonics standard	100%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	All Pupil Premium pupils not on the SEND register to reach expected standard at end of Y6	June 2023 & 2024
Progress in Writing	All Pupil Premium pupils not on the SEND register to attain in line with non disadvantaged pupils by end of Y6	June 2023 & 2024

Progress in Mathematics	All Pupil Premium pupils not on the SEND register to attain in line with non disadvantaged pupils by end of Y6	June 2023 & 2024
Phonics	75% to reach expected level in Y1 screening	June 2023 & 2024
Attendance	Ensure attendance for disadvantaged pupils is in line with all pupils	June 2023 & 2024

Teaching priorities for current academic year

Measure	Activity	Changes for 23-24
Priority 1	To ensure high quality first teaching in all key stages so that we identify and narrow gaps in attainment and outcomes are in line with that nationally, especially in writing	Focus on KS2 as currently from Sept 23 we have no PP children in EYFS/KS1. 50% also have SEND.
Priority 2	To improve outcomes in writing for disadvantaged pupils, especially in grammar and spelling	Continue this focus, particular focus on oracy and language development across the school and pre-teaching for those with identified needs.
Barriers to learning these priorities address	Punctuality & attendance Low level behaviour and attention/focus Language delay Increase in children with SEND and anxiety Loss in learning due to COVID-19	Continued
Projected spending	£5,000	23-24 our PP income will fall due to fewer children with PP. This will affect our spending.

Targeted academic support for current academic year

Measure	Activity	Changes for 23-24
Priority 1	Ensure the effective delivery of our SSP (Systematic Synthetic Phonics) to ensure that writing opportunities are given sufficient time and that children are given time and support to learn to spell.	As we move into Link Academy Trust we are changing to Phonics Bug. This will be a key focus to ensure we are systematic and confident in our new approach.

	Staff to receive training Subject leader to ensure we have correct resources	
Priority 2	Embed The Write Stuff in Key Stage 2 and Year 2 and ensure that time is being given to the editing process to ensure that persistent errors are addressed. Additional 1-1 feedback for writing from the teacher Use of NTP to target those needing additional support Increased TA support in class and to run SMART intervention groups Training for staff	This is to continue alongside using the Oracy project materials to boost vocabulary enrichment. Due to decreased funding we do not plan to engage with NTP in 2023-24.
Barriers to learning these priorities address	Loss of learning and quality teaching as a result of Covid-19 disruption Lack of support for some children at home Children's emotional resilience, speech & language delay and delayed focus & attention Teachers not having adequate time to plan and assess	
Projected spending	£5000	23-24 our PP income will fall due to fewer children with PP. This will affect our spending.

Wider strategies for current academic year

Measure	Activity 22-23	Update for 23-24
Priority 1	To enable all disadvantaged children to have the self-regulation and resilience to engage in learning by offering classroom support and emotional literacy sessions. This includes offering support through 'ELSA' and play therapy outreach and through our Forest School provision. .	This will be enhanced by Trust wide work staff are doing on metacognition and a Relational Approach

Priority 2	To offer disadvantaged children the same opportunities as all children, for example by subsidising visits and music lessons	To continue
Barriers to learning these priorities address	Emotional barriers Listening and attention skills and self-regulation Attendance & punctuality Financial barriers	
Projected spending	£5000	23-24 our PP income will fall due to fewer children with PP. This will affect our spending.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff have time for quality professional development Cost of supply cover	Use of INSET days and additional cover by headteacher and student teachers where appropriate
Targeted support	Ensure maths and English leaders have release time to audit progress, identify needs and support other staff to lead whole class and group interventions	Supply cover and additional cover by headteacher and student teachers where appropriate. Time through staff INSET to deliver key messages and encourage open discussion.
Wider strategies	Engaging the families of pupils with the most difficulties.	Work closely with external agencies including EP, EWO and school nurse. Engage in a schools outreach programme to deliver 1-1 support on emotional resilience.

Review: Aims and outcomes

Aim	Outcome 2022-23	Outcome 2023-24	Comments
Reading: All Pupil Premium pupils not on the SEND register to reach expected standard at end of Y6			
Writing: All Pupil Premium pupils not on the SEND register to attain in line with			

non disadvantaged pupils by end of Y6			
Maths: All Pupil Premium pupils not on the SEND register to attain in line with non disadvantaged pupils by end of Y6			
Phonics: 75% to reach expected level in Y1 screening			
Ensure attendance for disadvantaged pupils is in line with all pupils			