Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium 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	Spurcroft Primary School & Nursery
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	15/12/24
Date on which it will be reviewed	4/7/25
Statement authorised by	Kate Flowerdew
Pupil premium lead	Tracy Davis
Governor	Nic Carroll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,912.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil Premium Plus funding allocation	£21,795
Total budget for this academic year	£95,707.50

Part A: Pupil premium strategy plan

Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no "one size fits all'', however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs.

Common factors affecting pupil premium pupils include: limited educational support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate fully in school life, and providing them with strategies to support the academic and social and emotional needs of children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make rapid progress;
- providing families with the tools that they need to support their child's learning in school through providing them with key learning concepts prior to learning taking place;
- improving children's well-being and developing skills such as problem solving, risk taking and improved communication through our learning provision as well as school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our school ethos based around 'the future begins here…' gives children opportunities to grow in self-confidence and have both academic and wider successes. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide ranging extracurricular participation and exceptional pastoral care.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (pupils eligible for Pupil Premium).

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Our observations, assessments and discussions indicate that oral language skills and development are lower for disadvantaged pupils than for other pupils. This affects participation in lessons across the curriculum.</td></tr>
<tr><td>2</td><td>A large proportion of our pupil premium children have additional needs – severe SEND, SEND, involvement with external local authority agencies such as social services. Complex situations in some cases with a large number of external agencies involved in supporting the family.</td></tr>
<tr><td>3</td><td>Validated assessment information in July 2024 show disadvantaged pupils underperforming against both overall school results and National figures.

Year 6 Reading, Writing, Maths combined at the expected standard
<table>
<tr><td></td><td>2018</td><td>2019</td><td>2022</td><td>2023</td><td>2024</td></tr>
<tr><td>Disadvantaged pupils at Spurcroft</td><td>55.6%</td><td>50%</td><td>14.3%</td><td>0%</td><td>25%</td></tr>
<tr><td>All pupils at Spurcroft</td><td>57.1%</td><td>69%</td><td>48.4%</td><td>43.1%</td><td>45%</td></tr>
<tr><td>National Disadvantaged figures</td><td>50.5%</td><td>51.2%</td><td>43%</td><td>44%</td><td>45%</td></tr>
</table></td></tr>
<tr><td>4</td><td>Attendance for disadvantaged learners is improving overall, but continues to be below non-disadvantaged peers. Parental engagement is often harder to achieve for children from disadvantaged backgrounds for a variety of reasons eg. historic negative experiences of school, lack of adult literacy skills or reduced access to email etc.
<table>
<tr><td></td><td>Attendance for disadvantaged learners</td><td>Attendance for non-disadvantaged learners</td></tr>
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	<table><tr><td>2019-20</td><td>73.1%</td><td>81.6%</td></tr><tr><td>2020-21</td><td>91.8%</td><td>96.6%</td></tr><tr><td>2021-22</td><td>86.9%</td><td>93.5%</td></tr><tr><td>2022-23</td><td>88.3%</td><td>95.2%</td></tr><tr><td>2023-24</td><td>90.2%</td><td>96.1%</td></tr></table> Disadvantaged pupils are more likely to miss school than their peers. The school inspection data summary report (IDSR) shows that we are in the highest 20% of schools for Absenteeism & Persistent Abesteeism
5	Disadvantaged learners often lack opportunities and parental encouragement to read at home and this extends to learning times tables, so most learning will need to be in school. They also often have fewer enriching out-of-school experiences, which limit their vocabulary and understanding of the world.

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
1. Improve oral language skills and increase children's progress in reading for pupils eligible for PP.	Participation in lessons monitored. Planned support in lessons where vocabulary is explicitly taught.
2. Disadvantaged pupils with dual and complex needs reach or age related expectation, or make strong personal progress.	Robust analysis of gaps in learning. Planned and targeted support through specific interventions. Ongoing monitoring and evaluation of support that has been put in place.

Intended outcome	Success criteria
3. Academic results for disadvantaged pupils increase.	Robust analysis of gaps in learning. Planned and targeted support through specific interventions. Ongoing monitoring and evaluation of support that has been put in place. End of year target of 39% is met in Year 1&2 and 44% is met in Years 3-6
4. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Key focus on disadvantaged pupils in attendance meetings. Clearer procedures to improve attendance clarified and shared with staff and parents. Target of 90% attendance for disadvantaged children for 2023-24
5. Increase pupil and parental engagement and quality interactions between staff and parents	Sustained high levels of engagement demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • Engagement in extra-curricular activities to over 70% of pupils. • 80% of parents of disadvantaged pupils to attend Progress Evenings. • 90% of disadvantaged pupils attending Y4 & Y6 residential trips

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- Continuing Professional Development, recruitment and retention)

Budgeted cost: £18,800

Activity	Evidence that supports this approach	Challenge addressed
Continue staff CPD linking oral language skills to learning so that teaching strategies are embedded and there is a consistent approach across the school. 'Turn & Talk to your Partner' built into lessons encouraging thinking time, peer coaching and talk for learning. Focus on strategies for learning through talk in October 2023 INSET on Rosenshine's principles Therapeutic Thinking CPD ongoing. October 23 INSET on Neurodiversity. Staff Training on Nurture groups. Disadvantaged Lead Training and release time.	*Reference: What's the issue? Canaries Down the* *Coalmine: What Next for Pupil Premium Strategy? By Marc Rowland* *Learning without Labels :Marc Rowland "access to language is something that all schools should provide."*	1, 2,3
Disadvantaged CPD for whole staff Staff kept up-to-date with most recent evidence on what has most impact for PP learners. (EEF) Lead to give input in Term 1 or 2 to teaching staff on what needs to be in place for each PP learner. Eg: conferencing, selection of strategy (EEF Toolkit evidence based) Monitoring sheets show that all agreed strategies are in place for PP learners. *In Canaries Down the Coalmine: What Next for Pupil Premium? Rowland references the importance of whole school collective responsibility for Disadvantaged Learners.*		1-5

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

Budgeted cost: £53,700

Activity	Evidence that supports this approach	Challenge addressed
Booster classes in UKS2 Focus disadvantaged pupils identified	*Small group tuition (EEF Toolkit impact + 4 months) Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.* *Marc Rowland (April 2020) recommends: Small group tuition in addition to class work*	3
Vulnerable children Targeted support for identified pupils with social, emotional and behavioural difficulties and friendship issues. Focus disadvantaged pupils identified	*EEF toolkit – impact + 4 mths*	2
Planned Intervention LTSA/volunteers to hear children read weekly across the LKS2 team	*Reading comprehension strategies EEF toolkit impact + 6 mths*	3
Targeted Speech & Language (S&L) support for disadvantaged pupils in EYFS & KS1	*Oral Language interventions Impact + 6 mths* *Communication and Language approaches + 6 mths*	2,3
Targeted 1:1 support for vulnerable pupils	Adults Around the Child meetings, Pastoral Support Worker feedback and records Boxall targets met or adjusted Support for PP+ child, and others, through Nurture Group *Social and Emotional learning impact + 4 mths.*	2,3

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

Budgeted cost: £12,715

Activity	Evidence that supports this approach	Challenge addressed
Specific targeted feedback for disadvantaged children	*Books and learning walks.* *EEF toolkit- feedback adds 8 months progress*	3
Robust monitoring by leadership team	Feeds into planning , teaching and closing gaps.	3
Fortnightly attendance meetings for Headteacher, Attendance officer Improved & bespoke communication with parents	*Parental engagement + 4 mths*	4,5
Conferencing of disadvantaged pupils	Staff knowing how children learn allows them to meet their needs better in class	2,4,5
Whole staff therapeutic thinking approach to behaviour	*Behaviour interventions + 4 months*	1-5
Monitoring of attendance of disadvantaged parents at parents evenings and robust follow-up e.g. alternative times or dates offered or phonecall	*EYFS Toolkit evidence + 4 mths*	4
Emailing parents to inform them of interventions which include their child. Use of PING to keep year groups and classes updated and to give reminders to help with home/school organization.	*Parental engagement + 4 mths*	5

Year 4 and 6 residential trips are planned in. Local walks across the school (e.g Thatcham Lakes) After school clubs are in place	*Dan Nicholls states the Lockdown was more likely to have had an economic impact on Disadvantaged households. Therefore subsidy for our PP learners for residential trips enables them to embrace a varied curriculum incorporating out of school wider experiences. He also states that children coming from PPG families are often more likely to "one/no parent/carer at home" so opportunities for attending clubs and trips*	**5**

Total budgeted cost: £85,215

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 2020 to 2021 academic year.

Goals 2022-23	Starting Point	Progress towards goal	Keep as a goal?
A. Improve oral language skills and increase children's progress in reading for pupils eligible for PP.		Observations of planning and teaching showed: key subject specific vocabulary being shared in different ways for the benefit of disadvantaged pupils; classroom strategies to encourage communication being used Pupils were supported with this throughout the curriculum but the impact cannot be measured reliably. The use of key age related books supported development across all year groups. There is a clear focus on vocabulary development in our new phonics scheme.	Yes
B. The number of disadvantaged pupils achieving the expected standard at the End of Early Years increases	In 2022 0% of FSM meals pupils achieved the ELG	In 2023 50% achieved the GLD. This was above the local data of 38.9% and in line.	No, support for vulnerable pupils is embedded in Early Years practice.

Goals 2022-23	Starting Point	Progress towards goal	Keep as a goal?
C. Academic results for disadvantaged pupils increase.	2022 KS1: 18.8% KS2: 14.3%	2023 KS1: 20% KS2: 0%	Yes
D. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	2022 PP 86.9%	2023 PP 88.3%	Yes – the attendance has improved, but needs to continue to improve
E. Increase opportunities for Year 4 children to pass the multiplication test in June 2022.	No starting data available	11.3% passed the screen	Look to increase next year

Externally provided programmes

The following non-DfE programmes were purchased/used in the previous academic year.

Programme	Provider
White Rose Maths scheme of work	White Rose Maths
Boxall assessment tool	Boxall
Jigsaw PSHE scheme	Jigsaw
Science, Maths and SPAG scheme	Deepening Understanding
History & Geography schemes of work	PlanIt Twinkl
RE scheme of work	Discovery RE
DT scheme of work	Project on a Page
Music scheme of work	Kapow
Computing scheme of work	Teach Computing
Languages scheme of work	Language Angels

Service pupil premium funding

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?	Pastoral Support for individual pupils Extra phonics support for individual pupils
What was the impact of that spending on service pupil premium eligible pupils?	Supporting friendships and personal wellbeing Developing phonics skills