

George Spicer Primary School

DRAFT Pupil premium strategy statement 2021/22



“Learning well today, to make a better tomorrow”

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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	George Spicer Primary
Number of pupils in school	832
Proportion (%) of pupil premium eligible pupils	243 pupils = 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 - 2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dominic Spong
Pupil premium lead	Rebecca Southgate
Governor / Trustee lead	Anne Del Greco

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,730
Recovery premium funding allocation this academic year	£27,530
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	£351,260

Part A: Pupil premium strategy plan

Statement of intent

At George Spicer, our mission is to Inspire, Empower and Improve every pupil, irrespective of their background, starting point or the challenges they face. We have high expectations and ambitions for all of our pupils. We prioritise building on our pupils' starting points and securing prior learning, through the cyclical design of our curriculum.

Our ultimate objectives for our disadvantaged pupils are:

- To make or exceed expected progress rates year on year, across all subject areas, irrespective of pupils' current attainment.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To have a good level of attendance, in line with non-disadvantaged peers, to enable pupils to maximise their learning opportunities.
- To support personal, social, health and wellbeing development to enable pupils to access learning and achieve their potential.
- To have access to a breadth of wider opportunities and experiences to the same extent as their non-disadvantaged peers, to support their cultural capital development into becoming educated global citizens.

At George Spicer we work towards achieving these objectives by:

- Adopting a whole school approach to our objectives in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for accelerated progress.
- Promoting an ethos of growth mind-set, embracing challenges -to achieve high aspirations and attainment for all.
- Focusing on outcomes for individual pupils from their starting points.
- Supporting the needs of all vulnerable pupils, including our young carers and those who have social workers through this strategy, regardless of whether they are identified as disadvantaged.
- Identifying pupils' challenges through discussions between staff, pupils and families, and tailoring our approach to addressing them.
- Making decisions based upon robust diagnostic assessments, effective scrutiny of data, observations and discussions between staff, pupils and families.
- Being responsive to common challenges, individual needs and change.
- Providing a curriculum and learning opportunities, which engage, challenge and inspire all of our pupils.
- Ensuring that teaching and learning opportunities are inclusive, meeting the needs of all pupils.
- Developing the quality of teaching through coaching and focused CPD of teachers, to ensure all teaching is good or better.
- Targeting the accelerated progress of individuals' through specific group interventions, led by appropriately qualified staff.
- Further supporting individuals' educational recovery through the National Tutoring Programme.

- Developing the social, emotional and mental health needs of our pupils through targeted interventions.
- Providing pastoral support for both pupils and parents.
- Focusing on a small number of pupil premium strategies each year, in order to make the biggest difference.

The key principles of our strategy include:

- early identification of pupils' needs and challenges
- prioritising support for EY & pupils new to English
- providing pupils with language rich environments
- prioritising acquisition of the English language
- small group targeted teaching and interventions to address individuals' learning gaps and personal challenges
- collaborative relationships with parents and carers
- a strong recruitment process
- implementing strategies and advice from our Pupil Premium review in June 2021
- ensuring that non-disadvantaged pupils attainment will be sustained and improved

Whilst our strategy adopts the recommended 3-tiered approach, we recognise that many elements of the strategy will overlap with other aspects of school funding and that the balance of the approach will vary from year to year as the schools' and pupils' priorities change.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance & punctuality – 21% of disadvantaged pupils were persistent absentees in 2020-21 & the gap between PP & non PP attendance was 3%
2	Low starting points , in particular, but not exclusively, in communication, literacy & oral language - 17% of pupils starting Reception in 2020/21 met the starting baseline expectations in speaking. This increased to 75% by the end of the year; although this was still 10% below the 2019 national average
3	Many pupils face additional challenges to those of being disadvantaged, as 59% of disadvantaged pupils are EAL and 22% are SEN
4	Enhanced emotional health and wellbeing challenges and learning gaps due to the COVID-19 pandemic
5	Deprivation in the local area means that PP children in school often lack wider experiences and have specifically had a lack of enrichment opportunities during school closures. Southbury ward, where our school is located, is within the 20% most deprived wards in England
6	Parental engagement and capability – with 59% of disadvantaged families being EAL, language barriers and different experiences of school systems can hamper their own abilities in supporting their children's learning

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
<p>Attendance An increased and sustained improvement in Pupil Premium attendance</p>	<p>A sustained & improved attendance in 2023/24 is demonstrated by:</p> <ul style="list-style-type: none"> • the attendance rate for all pupils meets the school's target of 96% • the attendance gap between PP and non PP is reduced to 1% • disadvantaged pupils' absence is no more than 5% • the percentage of disadvantaged pupils who are persistent absentees is below 10%
<p>Language skills Accelerated progress of communication and language skills on entry, with improved oral language skills and vocabulary amongst all disadvantaged pupils.</p>	<ul style="list-style-type: none"> • An increased percentage of EYFS pupils make accelerated progress in communication and language, year on year. • In 2023/24 the number of children achieving GLD in Communication & Language is in line with or exceeding national expectations. • Triangulation of assessments, observations and book scrutinies evidence improved language and vocabulary amongst disadvantaged pupils.
<p>Phonics An increase in all pupils passing the Phonics Screener in Y1, with particular increase for our disadvantaged pupils</p>	<p>Phonics outcomes in 2023/24 show:</p> <ul style="list-style-type: none"> • a three year increase in the Y1 pass rate • disadvantaged pupils' achieving at least national & LA expectations
<p>Progress in Reading Improved reading attainment for disadvantaged pupils at the end of KS2</p>	<ul style="list-style-type: none"> • Reading age scores show a reduced gap between PP and non-disadvantaged learners year on year. • Evident increase in knowledge of key skills in reading shown through low stakes in-class assessments, key skills starters. • Increased numbers of parents are engaging in supporting their child's reading at home. <p>KS2 reading outcomes in 2023/24 show that:</p> <ul style="list-style-type: none"> • Disadvantaged pupils achieve at least in line with national attainment. • Disadvantaged pupils have made in line with, or greater than, expected national progress measures in English.
<p>Progress in Maths Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths outcomes in 2023/24 show that:</p> <ul style="list-style-type: none"> • disadvantaged pupils achieve at least in line with, or greater than, expected national progress measures. • disadvantaged pupils achieve at least in line with national attainment • the gap between disadvantaged and non-disadvantaged pupils is less than 5% <p>Pupil voice shows increased confidence and enjoyment in mathematics.</p>
<p>Ready to Learn Pupil Premium learners are punctual, equipped and ready for school.</p>	<p>Affordable uniform with financial support available to PP learners. Equipment, such as stationery, provided to PP learners where needed. PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. Class teacher/TA equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners. Teaching staff are quick to liaise with PP lead/Learning Mentors to ensure that any lack of uniform/equipment is quickly resolved.</p>

	PP learners can access breakfast club, are punctual and have energy for their day.
Wellbeing Improved and sustained pupil wellbeing for our disadvantaged pupils.	High levels of wellbeing are demonstrated in 2023/24 by: <ul style="list-style-type: none"> • qualitative data from wellbeing interventions, pupil voice, student and parental surveys and teacher observations • Pupils having a toolbox of strategies to support their own wellbeing and explaining how and where to access appropriate support. • an increase in disadvantaged pupils' participation in enrichment activities.

Activity in this academic year (2021-22)

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: £165,505

Activity	Evidence that supports this approach	Challenge nos addressed
Ensuring a good quality of education is provided to all pupils, including the most disadvantaged, through effective support. SLT to release middle leaders to monitor curriculum areas, quality of teaching and pupil outcomes,	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them” (EEF)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	2, 3, 4
All staff are supported to continually improve via tailored CPD, enabling shared and individualised development of skills, specifically in maths, feedback, language development and SEMH support.	<p>“High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.” (EPI report 2020)</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>“It is clear that investing in teachers is the best way to improve outcomes for children.” (Professor Philippa Cordingley – CUREE) https://www.sec-ed.co.uk/news/research-teacher-school-cpd-impact-student-exam-outcomes/</p> <p>http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Developing%20Great%20Leadership%20of%20CPDL%20-%20final%20full%20report.pdf</p>	2, 3

Coaching CPD for SLT to develop a whole school coaching model & a culture of coaching support for all staff	<p>“Coaching can lead to school improvement... the best evidence appears to support contextual coaching specifically, which means models must be developed in a bespoke fashion for (and with) each setting.” (<i>R.Lofthouse & T.Hollweck</i>)</p> <p>https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p>	2, 3
Appointment of an EAL teacher to focus on effective, high quality language teaching, accelerating early language acquisition and progression towards gaining academic linguistic proficiency, for all starters new to English.	<p>“High-quality language teaching is foundational to all pupils’ attainment, but is particularly important for learners with English as an Additional Language” (EEF)</p> <p>https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-educational-achievement-and-rate-of-progression-in-english-language-learning/</p>	2, 3, 4

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

Budgeted cost: £94,797

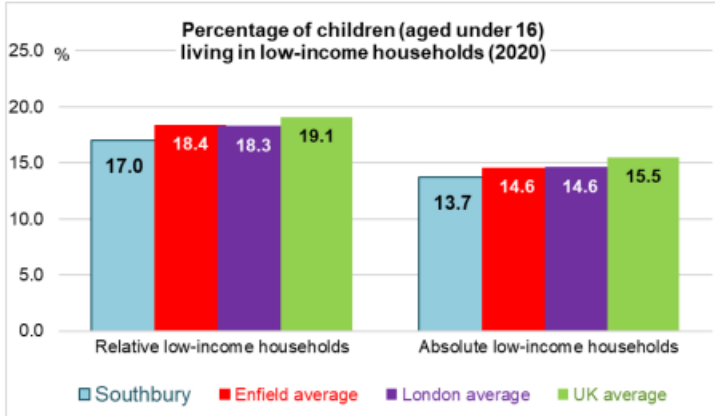
Activity	Evidence that supports this approach	Challenge nos addressed
<p>Rigorous testing process in place to identify any needs for intervention.</p> <p>Small group interventions and tutoring to address the gaps resulting from Covid-19 and pupils’ other challenges</p> <ol style="list-style-type: none"> 1. Targeted small group interventions in Reading (Better Reading Partnerships) & Maths (First class @ number) across the school to target gaps from missed schooling 2. School Led Tutoring (first £25,920 NTP funded; remaining funded from Recovery) 	<p>EEF research shows that pupils working in small tuition groups with a professional educator providing effective feedback, make on average 4 additional months progress / year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact.</p> <p>Having analysed our data, we are prioritising pupils with identified gaps in Maths & Reading from Years 1 – 6</p>	2, 3, 4, 6
Early language acquisition, speech, language & communication and vocabulary interventions, led by NELI &	<p>“Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive</p>	2, 3, 6

<p>S&L TAs, to support accelerated oral language skills and vocabulary development. NELI in Reception/ Y1; other language interventions Rec – Y6.</p>	<p>vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.” (EEF) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches “In boosting children’s early oral language and communication skills, NELI will not only help to improve their literacy skills and academic outcomes but also – and perhaps more vitally – their social and emotional well-being and mental health.” (Andrea Quincey, Director of Primary Literacy, Oxford University Press) https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,958

Activity	Evidence that supports this approach	Challenge nos addressed
<p>Designated PP attendance lead working directly with families on a weekly basis, focusing on supporting individual challenges, using the DfE 2021 framework.</p> <p>PP Lead & Attendance lead meet half termly with the Attendance Officer & Site Leads to ensure a clear plan is in place for pupils with low attendance.</p>	<p>“Pupils with no absence are 1.3 times more likely to achieve ARE or above, and 3.1 times more likely to achieve beyond ARE, than pupils that missed 10-15% of all sessions (DfE research 2016) https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 DfE “Framework for Securing Full attendance – Actions for Schools & Local Authorities 2021” https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities “Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family” (EEF toolkit– Parental engagement + 4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 6</p>

<p>Learning Mentors & Wellbeing Practitioners provide targeted pastoral support for pupils' emotional wellbeing, social skills & life skills, in addition to required provision for their parents.</p>	 <p>Our school location in Southbury ward is within the most 20% deprived wards in England with 19% of families in fuel poverty https://new.enfield.gov.uk/services/your-council/borough-and-wards-profiles/about-enfield-information-southbury.pdf</p>	<p>4, 5, 6</p>
<p>Pupils are given the opportunity to participate in a range of enrichment experiences both in and out of school to develop their cultural capital, including funded / part-funded extra-curricular clubs, trips and music lessons</p> <p>Activity leads promote PP attendance and promote/invite/prioritise PP learners.</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government. (Cultural Learning Alliance) https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/CLA-key-findings-2017.pdf</p> <p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p>	<p>4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>5, 6</p>

Total budgeted cost: £ 351,260

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.

Our internal assessments from 2020/21 indicate that the overall performance of disadvantaged pupils considerably increased in the core curriculum areas, in comparison to the previous academic year. Due to the impact of Covid-19, progress and attainment were significantly hampered in 2019/20; however our assessment tracking also shows that in the majority of year groups, 2020/21 progress was in line with, or exceeding expectations, in reading and maths from previous years.

This progress was aided by our increased provision during the school closure period, where we ensured that all children had access to appropriate technology for online lessons; that identified disadvantaged pupils attended our in-school provision for small group targeted interventions and regular wellbeing calls were made, culminating in a positive overall impact.

The greatest outcome was seen from the daily targeted reading and phonics sessions in Years 1 & 2 which continued throughout school closure, both online and in school. Some pupils made up to 10 months additional progress. The progress of disadvantaged pupils in years 1,2 & 6 was also higher than non-disadvantaged pupils, in one or more subject areas.

Evidence from observations and book looks showed that in general, pupils' language and vocabulary development continued to steadily improve throughout the year. Accelerated progress was evidenced in the EY where the number of disadvantaged pupils on track increased by 68% over the year, and 64% of pupils exceeded expected progress. This positive impact was as a combined result of quality first teaching; pre-teaching vocabulary; Language & Social Skills & NELI intervention groups. The progress made by NELI from observations appears to be very good; although this has yet to be compared against the Nuffield Foundation of 3 additional months' progress, on completion of the 20 week programme at the end of December 2021. This impact was attributed to the continuity of many of the language sessions running online during the school closure. Despite the progress made in pupils' language development, our EY & KS1 data remains below the national expectations, and therefore it continues to be a focus of this strategy.

COVID-19-related issues impacted in varying degrees on wellbeing and mental health across the George Spicer community. Considerable SEMH support was provided by all school staff to aid pupils' readiness to learn. This was supported effectively by our new PSHE curriculum, in addition to 1:1 sessions and targeted intervention groups from our Learning Mentors, Wellbeing Practitioners and Children & Adolescent Mental Health Services (CAMHS).

Working in conjunction with teaching staff helped minimise the impact upon pupils' learning as much as possible. The success of this mental health support has been evident and will

continue to be a priority factor on our SIP, in addition to this strategy, to support the wellbeing of all.

Parental engagement proved to be fairly positive during the school closure, as evidenced by the 566 responses received to our access to technology survey and the 301 families who responded to our parent consultation feedback surveys. Families were supported via regular phone calls, home visits to support with technology, weekly food parcels and regular signposting for wellbeing support, which was well received. Those not engaging with remote learning received daily calls, offers of support and/or school attendance, increasing engagement in remote learning by 27% from January to March. Some parents of disadvantaged pupils still struggled to engage with and support their children's learning, predominantly as a result of EAL or personal experiences, and so this will continue as a focus for our current strategy.

Although our disadvantaged pupils' attendance in 2020/21 was lower than prior to Covid-19, it was 2.3% above the 2019/20 data, and only 1% lower than the preceding 2 years, at 93%. Absence among disadvantaged pupils was 2% higher than their peers and persistent absence 4% higher. Attendance remains a key challenge for a large number of our disadvantaged pupils, with 57 PAs in 2020/21, and therefore continues as a focus for our current plan.

School closure has been evidenced as most detrimental to disadvantaged pupils in schools across the country; however at George Spicer we are proud that through careful planning and our high quality curriculum, the majority of our disadvantaged pupils have continued to make good or better progress in these incredibly challenging times. All disadvantaged pupils who did not achieve ARE or make expected progress in reading or maths in 2020/21 will receive additional targeted support / interventions through this year's strategy activities. Writing is being targeted for all pupils as a school improvement plan priority.

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
NELI	Nuffield
MABEL	Economic & Social Research Council
Times Table Rockstars & Num Bots	Maths Circle

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Focused half termly assemblies & activities based on our school values of Respect, Responsibility, Equality, Resilience, Determination & Kindness, to enhance our pupils' personal development.
- As a Rights Respecting School, continuing to increase our pupils' awareness of the UNCRC and Children's Rights through careful planning, embedding and teaching throughout the curriculum.
- Utilising the DfE grant to train our senior mental health lead. This will help further develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Increasing our resources to support our EAL pupils.
- Weekly anxiety & self-esteem themed workshops and family sessions run by our Wellbeing Practitioners from My Young Mind Enfield (MYME).
- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.