

George Spicer Primary School Three Year Pupil premium strategy statement 2021-2024

“Learning well today, to make a better tomorrow”



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	839
Proportion (%) of pupil premium eligible pupils	241 pupils = 29%
Academic year/years that our current pupil premium strategy plan covers, the current academic year is highlighted in green	2021 – 2022 2022 - 2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Dominic Spong
Pupil premium lead	Sarah Brown
Governor / Trustee lead	Anne Del Greco

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,115
Recovery premium funding allocation this academic year	£8,846
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£353,961
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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	<p>Attendance & punctuality</p> <p>In 2020-21 academic year - 21% of disadvantaged pupils were persistent absentees and the gap between PP & non PP attendance was 3%</p> <p>In 2021-22 academic year - 26% of disadvantaged pupils were persistent absentees and the gap between PP and non PP attendance was 2%</p>
2	<p>Low starting points, in particular, but not exclusively, in communication, literacy & oral language</p> <p>In 2020-21 academic year 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.</p> <p>In 2021-22 academic year, 27% of pupils starting in reception met the starting baseline expectations in speaking and by the end of the year this increased to 86%</p>
3	<p>Many pupils face additional challenges to those of being disadvantaged</p> <p>In 2020-21 academic year - 59% of disadvantaged pupils are EAL and 22% are SEN</p>

	In 2021-22 academic year – 60% of disadvantaged pupils are EAL, 25% are SEN and 14% are both EAL and SEN
4	Enhanced emotional health and wellbeing challenges and learning gaps due to the COVID-19 pandemic and this continues to impact on levels of Social Emotional Mental Health (SEMH) in 2022.
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 60% of disadvantaged families being EAL, language barriers and different experiences of school systems can hamper parent’s abilities in supporting their child’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
Attendance An increased and sustained improvement in Pupil Premium attendance	A sustained & improved attendance in 2023/24 is demonstrated by: <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%
Language skills Accelerated progress of communication and language skills on entry, with improved oral language skills and vocabulary amongst all disadvantaged pupils.	<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 Good Level of Development (GLD) in Communication & Language is in line with or exceeding national expectations. • Triangulation of assessments, observations and book scrutiny evidence improved language and vocabulary amongst disadvantaged pupils.
Phonics An increase in all pupils passing the Phonics Screener in Y1, with particular increase for our disadvantaged pupils	Phonics outcomes in 2023/24 show: <ul style="list-style-type: none"> • A three year increase in the Y1 pass rate • Disadvantaged pupils’ achieving at least national & Local Authority (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.</p> <p>Class teacher/TA equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.</p> <p>Teaching staff are quick to liaise with PP lead/Learning Mentors to ensure that any lack of uniform/equipment is quickly resolved.</p> <p>PP learners can access breakfast club, are punctual and have energy for their day.</p>
<p>Wellbeing Improved and sustained pupil wellbeing for our disadvantaged pupils.</p>	<p>High levels of wellbeing are demonstrated in 2023/24 by:</p> <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 (2022-23)

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: £214,603

Activity	Evidence that supports this approach	Challenge nos addressed
<p>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> <p>Focus areas for academic Yr. 2022-23 are: Writing; PE; Phonics and Geography</p>	<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
<p>All staff are supported to continually improve via tailored professional development, enabling shared and individualised development of skills, specifically in maths, feedback, language development and SEMH support.</p>	<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
<p>Coaching CPD for Senior Leadership Team (SLT) continuing from 2021-22 academic year and extended to include Extended Leadership Team (ELT) 2022-23. To develop a whole school coaching model & a culture of coaching support for all staff.</p>	<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.” (R.Lofthouse & T.Hollweck)</p> <p>https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p>	2, 3
<p>Purchase of additional resources, assessment materials and training costs to enable full participation with Enfield Communication Advisory Support Service (ECASS) from January 2023 – January 2024 to improve understanding of (SLCN) Speech Language and Communication Needs.</p>	<p>“Most studies comment on the importance of training and professional development, and supporting early years practitioners with the implementation of different approaches. There are indications that settings should use a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure progress.” EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	2, 3

<p>Enabling early identification of needs, early intervention and reduction of barriers to learning. Up to 10 members of staff will received ELKLAN accredited qualification.</p>	<p>https://ecass.org.uk/about-us/ ECASS are a new service, currently in their second year of operation. Their aim is: “Every child and young person with *SLCN in an Enfield school will have access to specialist services through their school setting.” *Speech Language and Communication Needs</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,696

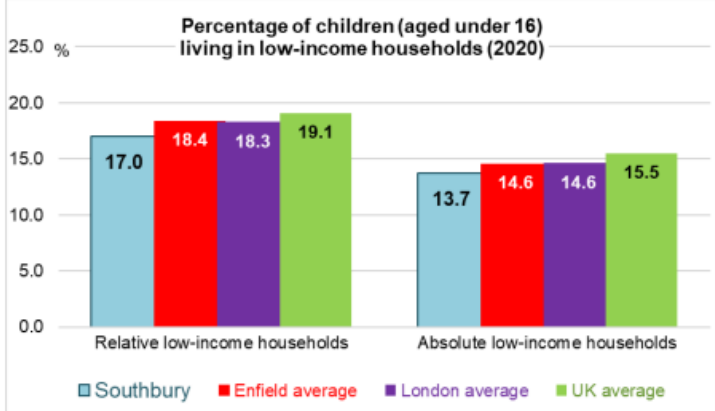
Activity	Evidence that supports this approach	Challenge nos addressed
<p>Rigorous assessment process in place to identify any needs for intervention. Small group interventions and tutoring to address the gaps resulting from Covid-19 and pupils’ other challenges</p> <ol style="list-style-type: none"> 1. Targeted small group interventions in Reading (Better Reading Partnerships) & Maths (First class @ number and Catch Up Numeracy) across the school to target gaps from missed schooling 2. School Led Tutoring - first £37 260 (60%) NTP funded; remaining funded from Recovery. 3. Utilise the TALC and Renfrew assessment tools to support appropriate next steps for children with SLCN. 	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact. Having analysed out data we are targeting Yrs. 2 & 4 for targeted intervention</p> <p>1st Class Number Impact: “Over 55,000 pupils in Years 1 to 11 have been supported by 1stClass@Number in 4,000 schools.</p> <ul style="list-style-type: none"> • They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. • 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. <p>An independent EEF trial found that 1stClass@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils” https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/</p> <p>Catch up Numeracy Impact: “Learners on Catch up Numeracy achieve more than double the progress of typically developing learners. Learners aged 6 -11 who received Catch up Numeracy support for an average 5 months achieved average Number/Maths age gains of 11 months.”</p>	<p>2, 3, 4, 6</p>

	https://www.catchup.org/interventions/numeracy.php	
<p>Early language acquisition, speech, language & communication and vocabulary interventions, led by S&L TAs, to support accelerated oral language skills and vocabulary development. Talk Boost in Reception/ Y1; other language interventions Rec – Y6, including Language for Thinking, Socially Speaking, and Talkabout. To support a variety of related social and emotional needs that can coexist with SLCN</p> <p>High quality training for SaLTs and monitoring of SaLT interventions to quality assure.</p>	<p>“Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive 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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Talk Boost: “72% of children reached expected levels in understanding words and sentences (compared to 28% before)</p> <p>Talk Boost KS1: 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before)</p> <p>Talk Boost KS2: Nearly 60% of children reached expected levels in working with others and having conversations (compared to 20% before)” Impact of <i>Talk Boost Speech and Language UK</i>”</p> <p>https://speechandlanguage.org.uk/talk-boost/</p>	2, 3, 6

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

Budgeted cost: £86,662

Activity	Evidence that supports this approach	Challenge nos addressed
Designated PP attendance lead working directly with families on a weekly basis, focusing on supporting individual challenges, using the DfE 2021 framework.	<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</p> <p>DfE “Framework for Securing Full attendance – Actions for Schools & Local Authorities 2021”</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 6

<p>Engagement with families through attendance Cafes and letters to make impact explicit</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>Scrutiny of why pupils do not attend – looking at historical data and patterns and qualitative information from pupil voice and previous meetings with families.</p>	<p>https://leadinglearner.me/2017/07/02/absences-matter-and-you-can-help/</p> <p>“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” (<i>EEF toolkit– Parental engagement + 4 months</i>)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>“There are many reasons students are absent and they fit into four broad categories: Barriers, Negative School Experiences, Lack of Engagement and Misconceptions.” Attendance Works</p> <p>https://www.attendanceworks.org/resources/toolkits/teaching-attendance-2-0/use-data-for-intervention-and-support/strategy-2-consider-needed-supports/why-are-so-many-students-missing-so-much-school/</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 and with a particular focus on vulnerable families, including pupil premium families.</p>	 <p>Percentage of children (aged under 16) living in low-income households (2020)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Southbury</th> <th>Enfield average</th> <th>London average</th> <th>UK average</th> </tr> </thead> <tbody> <tr> <td>Relative low-income households</td> <td>17.0</td> <td>18.4</td> <td>18.3</td> <td>19.1</td> </tr> <tr> <td>Absolute low-income households</td> <td>13.7</td> <td>14.6</td> <td>14.6</td> <td>15.5</td> </tr> </tbody> </table> <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>	Category	Southbury	Enfield average	London average	UK average	Relative low-income households	17.0	18.4	18.3	19.1	Absolute low-income households	13.7	14.6	14.6	15.5	4, 5, 6
Category	Southbury	Enfield average	London average	UK average													
Relative low-income households	17.0	18.4	18.3	19.1													
Absolute low-income households	13.7	14.6	14.6	15.5													
<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>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. (<i>Cultural Learning Alliance</i>)</p> <p>https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/CLA-key-findings-2017.pdf</p>	4, 5															

<p>Activity leads promote PP attendance and promote/invite/prioritise PP learners.</p> <p>Attendance of children from vulnerable groups, including pupil premium will be tracked and monitored by Extra Curricular lead to measure uptake.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</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: £ 353,961

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.

Attendance

Regular attendance meetings with families have been well received, however has not demonstrated the expected impact on improving persistent absence (PA) amongst pupils with disadvantage. Current attendance figures suggest an increase in PA in 2021-22 academic year in comparison to the previous academic year and continues to be a concern. For the coming year this concern will be addressed through holding an attendance café to engage families and work collaboratively to improve attendance. Children receiving pupil premium funding, whose attendance starts to cause a concern will receive an 'Absence matters and you can help' letter to highlight concern regarding attendance levels and the impact on additional future absences on missed learning time to deter further absences.

Language Skills

Investment in assessment materials, such as the Renfrew and TALC; new language based interventions, such as Talk Boost and NELI; tailored training, such as Blank Level questioning and Developmental Language Disorder, have enabled staff to feel more equipped to support a variety of Speech Language and Communication Needs in the classroom. Further training is planned for the current academic year to build on this firm foundation. This training will be provided through our involvement with ECASS.

Site specific ELKLAN trained TAs are enabling a variety of speech and language needs to be identified and supported. The use of new Provision Map software to monitor and track provisions highlights the need for more support at KS 1 to ensure maximum impact on improving pupil outcomes. With SLCN continuing to be the highest incident SEN, involvement with ECASS in the current academic year will enable up to 10 more members of staff receiving ELKLAN accreditation and targeted training for the whole staff team.

Both Talk Boost and NELI early speech and language interventions demonstrated similar results in terms of improved outcomes for children, however Talk Boost supports more pupils over a shorter timescale. This means that Talk Boost will become the focus intervention for academic year 2022-23. Whilst NELI will not continue as a targeted intervention, some of the resources will continue to be used to support Quality First Teaching.

Whilst the process to recruit a specialist EAL teacher was unsuccessful it is important to note that in 2022 GLD for our children with EAL was higher than our non EAL children. In June 2022 Kitabu Dual online dual Language resource was purchased to support raising reading attainment across the school and an investment in time to provide more in-house training on the intervention Reading to English to support language acquisition.

Phonics

Investment in a whole school approach to the teaching of phonics: ELS, with built in intervention to support catch-up, has ensured a consistent approach to the teaching of phonics across the school. Staff training sessions have empowered staff to feel confident and competent in following the structured approach. The inbuilt intervention aspect will support all pupils who did not meet the expected standard in phonics at the end of Yr. 1 to achieve this aim before they leave George Spicer. Impact on pupil progress and attainment should be evident in the next review.

Progress in Reading

Investment in training for support staff to deliver Better Reading Support Partnerships (BRSP), targeted reading intervention to support catch-up demonstrated accelerated progress for nearly all pupils taking part. The children not making accelerated progress, did still make progress, however other barriers to learning, such as SEN or attendance at intervention, influenced their rate of progress. Support staff delivering BRSP identified the need for a phonic element to the reading sessions, which was incorporated into subsequent cycles. This means that in the current academic year, an adapted version on BRSP is running in school to better fit the needs of our children.

School Led tutoring also focused on raising attainment in Reading and the impact of this provision was mixed: Attendance, SEN, proficiency in English for EAL learners and quality of tuition were all factors impacting on outcomes for the children. However, School Lead Tutoring will continue from January 2023 with a focus on a smaller cohort and smaller groups sizes for children with other vulnerabilities to improve this impact.

Whilst there is an attainment gap of approximately 16% in Reading, between FSM children and non FSM children, by the end of KS 2, FSM children at George Spicer outperform LA FSM by approximately 13%. Similarly, children with EAL also outperform the LA by 13% with 80% of children with EAL meeting the expected standard in Reading at the end of KS 2.

Progress in Reading, by the end of KS 2 demonstrates FSM children at George Spicer make better progress: +3.2 progress score, than the LA: +0.23 and London: -0.01 when measuring progress from KS 1 to KS 2. For children with EAL, this rate of progress is even stronger: +3.36

Progress in Maths

Investment was made in 1st Class Number intervention resources and training to support children with gaps within their knowledge of the Yr. 1 mathematics curriculum targeting children in Yrs. 2, 3 & 4. Impact of intervention demonstrates strong progress for most children taking part, the only exceptions being children with other factors influencing their rate of progress such as attendance or SEN. Unfortunately the trained member of staff left mid-year, which meant this intervention was not able to continue. Another member of staff has been identified to be trained (January 2023) and the decision has been made to training in 1st Class Number 2, as this will provide us with a second resource pack with resources to also support children with gaps in their knowledge of the Yr. 2 mathematic curriculum.

School Led Tuition also focused on raising attainment in key mathematical skills and as previously mentioned the impact of this was mixed for the same range of factors. This provision will continue from January 2023, with a focus on a smaller cohort, as with Reading.

Whilst there is an attainment gap of approximately 11% in Mathematics between FSM children at George Spicer in comparison to non FSM children, by the end of KS 2, FSM children at George Spicer outperform LA FSM by approximately 20%. Children with EAL also outperform the LA EAL data by 13%, with 82% of children with EAL achieving the expected standard at the end of KS 2

Progress in Mathematics, by the end of KS 2 demonstrates FSM children at George Spicer make better progress: +3.07 progress score, than the LA: -0.05 and London: -0.18 when measuring progress from KS 1 to KS 2. For children with EAL, this rate of progress is even stronger: +3.93.

Ready to Learn

Financial support is offered to our pupil premium families to provide stationery, uniform, access to technology, access to the Felix Project providing food and toiletries and subsidised access to Breakfast and After School Club (BASC) wrap around care and enrichment opportunities. This provision has had a positive impact on our pupil premium families through pupils arriving at school equipped and ready to learn. Attendance at BASC enables the children to start their day positively, on time and with energy to focus on learning. This provision means that essential needs are met and our most vulnerable families feel supported and able to ask for help in times of need.

Wellbeing

Whole school CPD with the Education Mental Health Practitioners (EMHPs) has equipped staff with a toolbox of strategies to support emotional wellbeing and a variety of SEMH needs. Qualitative information from interventions and pupil voice surveys support a positive impact on wellbeing. Enrichment opportunities are embedded within the curriculum and extracurricular activities support bridging the disadvantage. For the coming year, attendance and take up of these opportunities will be more closely monitored to have a clearer picture of impact.

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
Talk Boost	Speech and Language UK
Kitabu	Mantra-Lingua

IDL	International Dyslexia Learning Solutions Limited
Better Reading Support Partnerships	Edge Hill
1 st Class Number 1	Edge Hill

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.