

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	802
Proportion (%) of pupil premium eligible pupils	251 pupils = 31%
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 2023
Date on which it will be reviewed	December 2024
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	£350,419
Recovery premium funding allocation this academic year	£9,099
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£359,518
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. Throughout this strategy the term 'disadvantaged' is used to describe pupils receiving the pupil premium grant and recognises that some pupils experience additional disadvantages, such as Special Educational Needs (SEN) and learning English as an Additional Language, which can further impact on future outcomes.

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 In 2022-23 academic year –</p> <p>32.6% of disadvantaged pupils were persistent absentees and the gap between PP and non PP attendance was 11.3%. Please see Review comment on P.12 for explanation.</p>

2	Low starting points , in particular, but not exclusively, in communication, literacy & oral language In 2022-23 academic year – 39% of pupils starting in reception met the starting baseline expectations in speaking and by the end of the year this increased to 79%
3	Many pupils face additional challenges to those of being disadvantaged In 2022-23 academic year – 58% of disadvantaged pupils are EAL; 18% are 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)
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 5% or less• 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	<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.

<p>vocabulary amongst all disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Triangulation of assessments, observations and book scrutiny 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 & 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.</p> <p>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>

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.
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Activity in this academic year (2023-24)

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: £190,920

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. Focus areas for academic Yr. 2023-24 are: Curriculum and Oracy, writing	"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) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2, 3, 4
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.	"High-quality CPD for teachers has a significant effect on pupils' learning outcomes." (EPI report 2020) https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ "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/ http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Developing%20Great%20Leadership%20of%20CPDL%20-%20final%20full%20report.pdf	2, 3

<p>Whole school strategy to improving behaviours for learning, with a clearer focus on restorative practice that builds positive relationships through trust and respect.</p> <p>Whole school INSET sessions with: The Behaviour Buddy</p>	<p>Every classroom and playground should be a calm environment where every child can develop and learn. Good behaviour and discipline in schools is crucial if children are to learn and reach their full potential, and our best schools share a tireless focus on supporting that. Poor behaviour in a classroom can result in lost learning time for children. That's why we think it's so important to tackle poor behaviour; so teachers are able to provide high quality teaching to all.</p> <p>https://educationhub.blog.gov.uk/2021/06/29/what-you-need-to-know-about-behaviour-and-discipline-in-schools/</p> <p>https://www.behaviourbuddy.co.uk/</p>	2, 3, 4
<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>Enabling early identification of needs, early intervention and reduction of barriers to learning.</p> <p>Up to 10 members of staff will receive ELKLAN accredited qualification.</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 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ecass.org.uk/about-us/</p> <p>ECASS are a new service, currently in their second year of operation. Their aim is:</p> <p>"Every child and young person with *SLCN in an Enfield school will have access to specialist services through their school setting."</p> <p>*Speech Language and Communication Needs</p>	2, 3

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

Budgeted cost: £114,815

Activity	Evidence that supports this approach	Challenge nos addressed
<p>Rigorous assessment process in place to identify any needs for intervention.</p> <p>Small group interventions and tutoring to address the gaps</p>	<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. Intervention provision is needs driven across the school, with</p>	2, 3, 4, 6

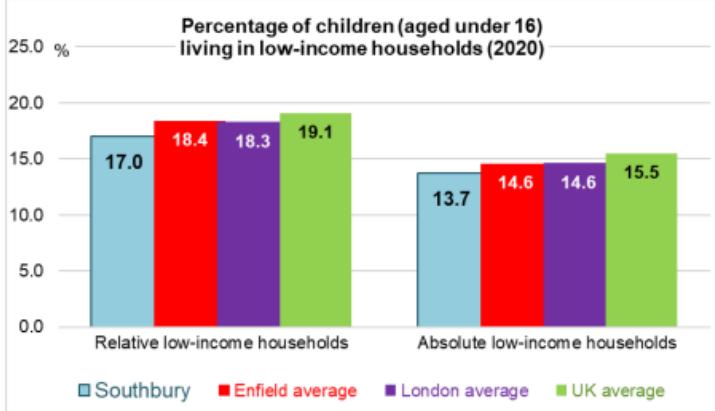
<p>resulting from Covid-19 and pupils' other challenges</p> <ol style="list-style-type: none"> 1. Targeted small group interventions across the school to target gaps in learning. Identification of Intervention is needs driven and carried out by a trained member of staff to ensure the integrity of the intervention. 2. School Led Tutoring funding to be utilised to enable AHTs to deliver daily sessions to protect good outcomes for pupils. 3. Progress measures are embedded to ensure impact of intervention, through the use of Provision Map software. 4. Screen all LAC and PLAC using Progression Skills toolkit 	<p>priority given to children who are FSM, SEN, LAC or PLAC, EAL or other barrier affecting their attainment and progress.</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>School led tutoring research demonstrates a mixed impact on pupil outcomes, our data shows that pupils at George Spicer Primary School achieve well and make good progress with strong teachers who they know.</p> <p>NASEN approved tool to effectively monitor and track impact of interventions</p> <p>https://www.provisionmap.co.uk/wp-content/uploads/2018/06/Provision-Map-Review-by-Nasen.pdf</p> <p>Produced by the Communication Trust and recommended by Enfield Virtual School, NASEN, and Speech and Language UK</p>	
<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. ECASS training from previous academic year ensures increased knowledge of strategies to improve language and communication skills across the school.</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>2, 3, 6</p>

<p>Annual Screening using the Progression Tool for all LAC and PLAC children on roll to support identification of unmet needs and appropriate use of strategies and/or onward referral.</p>	<p>https://speechandlanguage.org.uk/talk-boost/</p> <p>Designated Teacher training with Enfield Virtual School shares:</p> <p><i>'Speech, language and communication needs have become a more common primary SEN type amongst looked after children with SEN over time'</i> and....</p> <p><i>'If left unidentified SLCN will contribute to poorer outcomes including poor academic attainment, disengagement, exclusions, mental health difficulties and engagement in criminal behaviours.'</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,783

Activity	Evidence that supports this approach	Challenge addressed
<p>PP Lead / DHTs & 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 (<i>DfE research 2016</i>)</p> <p>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> <p>https://leadinglearner.me/2017/07/02/absences-matter-and-you-can-help/</p>	1, 6
<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>"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>Engagement with families through attendance Cafes, incentives to draw families</p>	<p>"There are many reasons students are absent and they fit into four broad categories: Barriers, Negative School</p>	

<p>in and encourage engagement. Use of letters to make impact of persistent or high absence explicit to families.</p> <p>DfE Guidance document: Working Together to Improve School Attendance (2022)</p>	<p>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>chrome-extension://efaidnbmnnibpcapajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</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>	 <table border="1"> <thead> <tr> <th>Household Type</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</p> <p>https://new.enfield.gov.uk/services/your-council/borough-and-wards-profiles/about-enfield-information-southbury.pdf</p>	Household Type	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
Household Type	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>Activity leads promote PP attendance and promote/invite/prioritise PP learners.</p> <p>Attendance of children from vulnerable groups,</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>) 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>	4, 5															

including PP to be tracked and monitored by PP lead to measure uptake.		
Contingency fund for acute issues.	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.	5, 6

Total budgeted cost: £ 359,518

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 2022 to 2023 academic year.

Attendance

Regular attendance meetings with families continue to be held, however a small number of key families have significantly impacted our attendance data through being placed in temporary housing where travel to our setting has been a real challenge and is reflected in our higher than expected persistent absence (PA) amongst pupils with disadvantage in comparison to the national average PA in state funded primary schools (17.2%) This is not a trend that is expected to continue into academic year 2023-34. Due to staff absence, our Attendance Cafés did not take place in 2022-23 academic year and will be a focus area for 2023-24 academic year. The aim of holding attendance cafés is to engage families and work collaboratively to improve attendance. Children receiving pupil premium funding, whose attendance starts to cause a concern will also 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

EEF research demonstrates the language gap widens as children move through their educational journey. Continued Investment in assessment materials and resources, such as the Progression Tool Kit, talking tiles and ELKLAN Language Builder books; tailored training, such as ELKLAN whole staff INSETs and accredited ELKLAN training to a cross section of staff representing our staff community, have continued to enabled staff to feel confident and equipped to support a variety of Speech Language and Communication Needs in the classroom. Our year of involved with ECASS ends in December 2023 and will culminate in an end of year review to assess the impact.

Site specific ELKLAN trained TAs will lead future 'in-house' ELKLAN training for new staff and continue to enable a variety of speech and language needs to be identified and supported appropriate across the school. The use of Provision Map software is continuing to be embedded and enables the school to identify where additional support needs to be targeted.

Early intervention for Speech Language and Communication Needs is paramount and so for this reason, we continue to target support at KS 1 to ensure maximum impact on improving pupil outcomes.

Our year of involvement with ECASS, ending January 2024, will lead to up to 10 members of staff receiving ELKLAN accreditation. The head of service carried out a joint learning walk with the Assistant Head teacher for Inclusion in January to identify key priorities to support whole school improvement in line with the School Improvement Plan. As a result, further training was carried out to support: Vocabulary development; understanding behaviour as a communication; motor skill development to support language development into the written word, and Zones of Regulation to support enabling children to process and understand their emotions, thus improving readiness for learning. Feedback from the staff team has been really positive, staff share they are now developing their confidence with applying these strategies to their practice, particularly vocabulary building strategies.

SLCN continues to be the highest incident SEN across the school and involvement with ECASS has enabled improved confidence and understanding of SLCN, focusing on how needs are identified and then supported effectively.

Additional resources to screen and support SLCN have been purchased through Pupil Premium Plus funding – this will enable yearly screening to monitor development of speech, language and communication skills and to access support through the virtual school to analyse and respond any identified needs as a result of the screener.

Early language intervention has focused on Talk Boost and impact of intervention demonstrates this continues to support our children to make accelerated progress and work towards catching up to age related expectations. NELI resources continue to be used to enhance Quality First Teaching, alongside resources shared through ECASS training.

The Senior Leadership Team continue to invest in high quality training to support staff development, with a sharper focus on Oracy, as Pie Corbett says:

' You cannot write it if you cannot say it; you cannot say it if you haven't heard it'

Kitabu dual language resource has been introduced across the school, however its impact on reading has been limited due to staff absence. Kitabu will be renewed for another year, and will be used as an intervention group to target our key languages within specific year groups.

Racing to English continues to effectively support language acquisition new arrivals, along with new bilingual resources and talking pens for children to use independently in class to support access to learning.

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 is evident in Yr. 1 Phonics Data, whereby 75.8% of disadvantaged children met the expected standard in phonics. This figure is higher than local, regional and national data (70%) for disadvantaged children.

Toe by Toe intervention continues to be used at KS 2 to support catch-up and is successful in ensuring that all children met this standard.

Progress in Reading

Reading has been supported with additional 1:1 reading sessions for our lowest 20% readings between 3-5 times weekly depending on the age and needs of each child. These sessions are supported by volunteers, who are given some 'in-house' training to support the development of reading skills, as well as school based support staff.

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. For the academic year 2022-2023, the school worked with a tuition provider service however the school will focus on using school staff to deliver. This will enable us to be certain of the quality of sessions and therefore have greater impact on learning for the children.

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 15%. Similarly, children with EAL also outperform the LA by 13% with 73.3% of FSM children with EAL meeting the expected standard in Reading at the end of KS 2. This is 13% above National outcomes for FSM children with EAL.

Progress in Reading, by the end of KS 2 demonstrates FSM children at George Spicer make better progress: +4.84 progress score, in comparison to the LA: +0.55, London: 0.67 and National: 0.03 when measuring progress from KS 1 to KS 2. Reading progress for FSM children is slightly above non FSM at +4.74. FSM children with EAL also make strong progress: +4.01, which is well above progress rates from all data comparisons groups.

Progress in Maths

Investment was made in 1st Class Number Two intervention resources and training to support children with gaps within their knowledge of the Yr. 2 mathematics curriculum targeting children in Yrs. 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. Further investment in

maths intervention was made, with the purchase of Catch Up Numeracy to add to our intervention menu. Both First Class Number 1 and 1st Class number 2 will continue into the next academic year.

School Led Tuition focused on a smaller cohort of children. However, as with reading, this intervention was run by an external Tuition Partner Service and the impact on improved outcomes for our children is limited. For this reason, the school are looking at a different model, using school based staff for the following academic year to ensure better quality provision and a greater impact on pupil outcomes.

Whilst there is an attainment gap of approximately 15% 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 National outcomes by approximately 1.5% and National FSM data by 18.6%. Children with EAL also outperform the LA EAL data by 13%, and 80% of children receiving free school meals with EAL achieve the expected standard at the end of KS 2. This is 12% above National Data for FSM children with EAL.

Progress in Mathematics, by the end of KS 2 demonstrates FSM children at George Spicer make better progress: +1.85 progress score, than in comparison to other data groups: the LA: +1.28 and London: +1.34 when measuring progress from KS 1 to KS 2. FSM children with EAL achieve an average +1.79, which remains higher in comparison to local, regional and national data set however is a lower progress score than the previous academic year.

Ready to Learn

Investment in early language interventions such as Talkboost, as previously discussed in the Language Skills section of this review, supports our pupils with making the best start in reception and as a catch up intervention in later years.

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, pupils are more engaged in class, and our most vulnerable families feel supported and are able to ask for help in times of need.

Wellbeing

Continuing to improving Wellbeing for staff and pupils remains a priority within whole school development plans. INSET provided by 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, staff and pupil voice surveys continue to demonstrate a positive impact on wellbeing, as well as to identify areas for further development.

Enrichment opportunities are embedded within the curriculum and in the previous academic year the pupil premium fund enabled 29 families (12%) to take part in residential trips and visits across the school year. Pupil Premium families are prioritised for places as part of extracurricular offer in afterschool activities to support bridging the disadvantage. Attendance and take up of these opportunities is monitored and demonstrates an increase in take up from our disadvantaged families across the year. Next year this will be monitored as a snapshot within one term now our offer is well established.

An Art and Play Therapist has been funded this year through Pupil Premium Plus funding, feedback from families and professional reports demonstrate this provision is having a positive impact on our children and will continue to be funded in the same way in the following year.

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
Kitabu Renewal	Mantra-Lingua On-line membership
IDL Renewal	International Dyslexia Learning Solutions Limited
Catch-Up Numeracy	The Caxton Trust
1 st Class Number 2	Edge Hill
Progression Tool – Speech and Language screener	Communication Trust
EAL and Inclusion Hub Membership	On-line membership

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.