Pupil Premium Strategy Statement 2024-2025

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	Five Spires Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils (R-Y6)	14%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	**2024 - 2025** 2026 - 2027 2028 - 2029
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Diane Raftery
Pupil premium lead	Diane Raftery
Governor / Trustee lead	Richard Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,000 (25 x £1,455)
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	**£37,000**

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Funding

At Five Spires Academy we are committed to using Pupil Premium funding strategically to ensure that all children achieve excellence and reach their full potential across all areas of learning. The school draws on national research and carefully analyses individual and group data to identify barriers to learning, ensuring that the funding is used effectively to address these challenges.

Key Principles of an Evidence-Based Approach

Our approach to Pupil Premium spending aligns with the Education Endowment Foundation's (EEF's) evidence-informed tiered approach. This is based on the following principles:

1. **Good teaching is** the most important tool schools have to improve outcomes for disadvantaged pupils.
2. **Targeted academic support** is evidenced to have a positive impact on pupil progress (e.g., structured 1:1 or small group intervention)
3. **Wider strategies** such as attendance, behaviour and social and emotional support for pupils can help to remove significant barriers to learning and opportunity

Quality Teaching

By investing in professional development, training, and support for early career teachers, as well as in recruitment and retention, we will ensure that every class is taught by an effective educator, and that all teachers are supported to continually improve.

Targeted Academic Support

Through targeted academic support, we will focus on helping pupils who are falling behind to catch up with their peers and make accelerated progress.

Wider Strategies

We adopt a holistic approach to supporting pupils' emotional and behavioural development, by providing mentoring and small social group activities.

Our curriculum is designed to address the cultural capital gap by providing a wide range of learning opportunities, such as the Trust's 11 BEFORE 11 initiative, which ensures that all children gain valuable knowledge and life experiences.

Increasing attendance and reducing persistent absenteeism is a key priority. Our attendance team is focused on providing challenge and support to families of pupils whose attendance is a concern.

Finally, we ensure that raising the achievement of disadvantaged pupils is a shared responsibility for all staff. Our Pupil Premium strategy is fully aligned with the School Development Plan to ensure a cohesive and comprehensive approach.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of these challenges have been exacerbated by the lockdowns of 2020 and 2021.

Challenge number	Detail of challenge
1	Some pupils enter **EYFS** with **language and communication skills below the typical** level for their age.
2	**Gaps in pupil knowledge** and attainment arise from varied starting points and the impact of educational and social disruption during the Covid-19 pandemic.
3	Gaps in pupil knowledge and attainment due to challenges faced by **multiple needs and barriers** (e.g., pupils that are disadvantaged and SEND)
4	Pupil Premium (PP) pupils have lower-than-expected **attendance** rates.
5	Limited **access to enrichment** and varied life experiences for many PP pupils.
6	**Mental health concerns**, including challenges related to social and emotional wellbeing and resilience, affecting both pupils and their parents.

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.

Challenge	Intended outcome	Success criteria
1. Some pupils enter EYFS with **language and communication skills** below the typical level for their age.	The communication, language, and literacy skills of PP children on exit to reception to be in line with their peers or differences diminished– a result of a language rich environment and learning opportunities.	• The % of children at ARE in EYFS will increase in communication and language. • Children will have suitable language and communications skills to support their transition to Year 1.
2. **Gaps in pupil knowledge** and attainment arise from varied starting points and the impact of educational and social disruption during the Covid-19 pandemic.	Disadvantaged pupils make at least strong progress. Identified gaps in learning are reducing and differences are diminished.	• In reading, writing and maths, 100% of disadvantaged pupils make strong progress from previous statutory assessment points. • In statutory assessments, pupils eligible for pupil premium perform in line with their non-disadvantaged peers nationally.

		• Highly effective quality first teaching in place. • Monitoring and evaluation to demonstrate that all teaching in school is at least good and adaptations help pupils to make strong progress. • Identified children will have made strong progress. This will be evidenced through targeted intervention and pupil books. • Children with identified gaps or needs receive additional intervention to support their progress.
3. Gaps in pupil knowledge and attainment due to challenged face by pupils with **multiple needs and barriers** (e.g., pupils that are disadvantaged and SEND)	Progress rates for pupils to be sustained, (from their individual starting points). Individual barriers to learning are identified and addressed effectively. This has impact on pupil progress.	• Individual barriers are identified and addressed effectively through the provision. • Small steps of progress are evidenced for all SEND pupils.
4. Pupil Premium (PP) pupils have lower-than-expected **attendance** rates.	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance.	• Attendance is at least in line with, national expectations. • Rates of persistence absence are reduced to be in line with or below national average. • Disadvantaged pupils' attendance is in line with non- disadvantaged pupils, or the gap is diminishing.
5. **Limited access to enrichment** and varied life experiences for many PP pupils.	All children have access to the same wider opportunities and enrichment as their peers regardless of their socio-economic status	• Pupils who are disadvantaged due to low income are able to attend or experience extra-curricular activities and events in line with their peers. • Enrichment activities are embedded and allow all children to gain cultural capital through planned trips and events. • Pupils make a positive contribution to the community.

		• All pupils take part in the academy 11 before 11 promises
6. **Mental health concerns**, including challenges related to social and emotional wellbeing and resilience, affecting both pupils and their parents.	To meet the social and emotional needs of pupils who have identified concerns; this supports wellbeing, provides meaningful experiences and builds resilience.	• Pupils' emotional and social needs are well supported; this has impact, so they are ready to learn, and crisis behaviours are reduced. • External support will be sought for those that require it e.g., Malachi/Families First/Action for Children/Barnardo's etc..

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Senior Leadership Team (SLT) will ensure that every class is taught by an effective teacher by providing feedback, coaching and mentoring. They will support both whole-school professional development and personalised coaching to help all teachers continue to grow and improve. SLT will ensure resources provided support the delivery of high-quality teaching.	EEF research shows that improving teaching is the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'. CPD will focus on adaptive teaching strategies, reading comprehension strategies, phonics instruction, and the use of Assessment for Learning (AfL). Teachers' and Teaching Assistants' professional development facilitates the delivery of quality teaching and learning across the curriculum. *Mastery Learning +5 (EEF)*	1, 2, 3
Ensure the delivery of high-quality phonics instruction through our Read Write Inc. program, supported by Tas and the acquisition of resources and focused professional development (CPD).	The EEF Toolkit shows high quality phonics programme have +5 months impact particularly for disadvantaged pupils. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's	1, 2, 3

Phonics and English Leaders will be allocated dedicated leadership and coaching time to support staff in delivering phonics instruction to the highest standard.	reading but not necessarily their comprehension *Phonics +5 (EEF)*	
Develop curriculum subject leaders to become highly effective, with a strong emphasis on ensuring sequential learning and the progressive building of knowledge within the curriculum. Subject leaders will receive high-quality professional development (CPD). The Senior Leadership Team (SLT) will closely monitor and evaluate the impact of the curriculum on pupil outcomes.	Leaders have designed a sequential curriculum, grounded in research, that prioritises long-term retention of knowledge. The curriculum model fosters connections across year groups and subjects, ensuring that key knowledge and concepts introduced in one area are consistently reinforced and revisited in both other subjects and future years. Leaders have carefully considered the rationale behind the curriculum, recognising the importance of pupils developing strong early language skills and foundational knowledge. The curriculum is designed to provide cultural capital through meaningful and engaging learning experiences, enabling pupils to acquire and deepen their knowledge and skills.	2
Enhance the teaching and planning of reading and writing in alignment with the School Development Plan (SDP), following the guidance set out by the DfE and EEF. This will be accomplished by providing leader release time for targeted training, which will then be shared with staff through CPD sessions, alongside ongoing coaching and mentoring support.	The EEF's 'Improving Literacy in KS1 & KS2' Guidance Reports provide clear principles and strategies to improve the teaching of reading and writing.	1, 2, 3
The SENCO will be allocated dedicated time to oversee SEND provision, ensuring it is of the highest quality. This includes supporting staff CPD and monitoring the impact of teaching, adaptations and interventions on pupil outcomes.	Time provided to SENCO to lead the SEND provision to ensure that all pupils, including PP pupils, are receiving appropriate high-quality learning and interventions tailored to their individual needs. SENCO also oversees and tailors CPD for staff. *Small Group Tuition + 4 months (EEF)* *1 to 1 Tuition + 5 months (EEF)*	3

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

Budgeted cost: £14,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching interventions for low attaining pupils in phonics, reading, writing and maths to enable strong progress.	EEF research demonstrates that small group tuition has a positive impact on attainment levels. *Small group tuition +4 months (EEF)* *1 to 1 tuition +5 months (EEF)*	1, 2, 3
Provision of TAs extends and teaching capacity and supports the delivery of high-quality phonics, as well as reading and phonics interventions in EYFS and KS1.	EF research shows that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. And diagnostic assessment are used to assess the best way to target support. *Small group tuition +4 months (EEF)* *1 to 1 tuition +5 months (EEF)*	1, 2, 3

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

Budgeted cost: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team is given dedicated weekly time to monitor data, challenge, champion and promote high levels of attendance for all pupils through a range of strategies, thus removing barriers to learning. The Attendance Team use the Staffordshire 'Little Heroes' campaign which offers rewards and incentives to support the school attendance strategy.	Supporting the attainment of disadvantaged pupils" (Nov 2015) clearly states that children have to be in school before they can access their learning. Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	4
Teaching Assistants provide small group nurture support and intervention to support pupils with SEMH difficulties including self-regulation strategies and emotional support.	EEF research show that social and emotional learning and improved self-regulation has a positive impact on attainment. Behaviour and nurture interventions to support emotional	6

	wellbeing and readiness to learn thus helping to remove barriers to learning. *+4 months (EEF)* *Social and emotional learning +4 months (EEF)* *Teaching Assistant interventions + 4 months (EEF)*	
Provision of Free School Meals, Breakfast Club & Subsidised places at Breakfast Club	Children attend well and start the day in the right way, with a healthy breakfast and 'ready to learn'. Social connections are made, and emotional needs met.	4, 5, 6
Supporting the cost of educational visits and visitors ensuring all disadvantaged pupils will have access to a range of cultural and educational experiences.	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this. The EEF states that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment. Life skills and enrichment (EEF) *Arts Participation +3 months (EEF)*	5
Fund or subsidise cost of clubs and /or tuition for PP pupils	Some families are unable to contribute towards in-school enrichment activities. The school will offer a contribution towards any of these activities for pupils eligible for PP. The EEF states that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment. Life skills and enrichment (EEF) *Arts Participation +3 months (EEF)*	5
Support fund to provide or subsidise school uniform for pupils who are in need.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6

Total budgeted cost: £37,000

Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	• We ensure that pupils who may be affected by deployment have provision of and access to a designated adult to support their social, emotional and mental health when required. • We identified any gaps in children's education which we addressed with targeted support and education. • We invest in a PSHE system which supports social, emotional and mental health. • We invest in books and resources to support children with building self-esteem and confidence. • We invest a range of resources and activities to support learning, mental health and wellbeing e.g., EYFS activities, books, outdoor activities such as annual membership to Packington Farm, Forest School Day for EYFS, development of outdoor areas.
What was the impact of that spending on service pupil premium eligible pupils?	• Teachers observed strong levels of well-being amongst service children. • Assessments demonstrated progress in all subject areas. • Service children's attainment is in line with their peers.

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 2023 to 2024 academic year.

Impact on Outcomes

Statutory KS2 and KS1 assessment data for 2023/2024 indicates that students across the school are making strong progress, with end-of-Key Stage results remaining above the national average.

The attainment and progress of KS2 disadvantaged pupils were generally comparable to those of their non-disadvantaged peers (at expected standard), with the exception of SEND and multi-need pupils. KS1 the gap remained wider and continues to be a focus for the school moving forward.

KS2 (Y6) National Tests 2023-2024

	Pupils	Reading		Writing		Maths		Combined	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils	**32**	**88%**	**38%**	**91%**	**25%**	**81%**	**34%**	**75%**	**25%**
National		73%	29%	71%	13%	73%	24%	**60%**	**8%**
PP	6	83%	0%	100%	0%	83%	17%	**67%**	**0%**
SEND	4	50%	50%	75%	25%	75%	25%	**50%**	**25%**

KS1 (Y2) Results 2023-2024

	Pupils	Reading		Writing		Maths	
		EXS+	GDS	EXS+	GDS	EXS+	GDS
All Pupils	**29**	**76%**	**31%**	**69%**	**17%**	**72%**	**31%**
National		68%	19%	60%	8%	70%	16%
PP	6	33%	0%	17%	0%	33%	0%

KS1 Phonics 2023-2024

In Summer 2024, 83% of Year 1 pupils who took the Phonics Screening Check achieved the expected standard. 75% of our disadvantaged pupils reached the threshold, which represents 3 out of the 4 pupils achieving the target. The pupil that did not meet this standard also being SEND. This indicates that the strategies we've put in place to support disadvantaged pupils are having a positive impact.

Moving forward, it will be important to continue focusing on maintaining and building on this success, particularly with younger year groups, ensuring that the strong outcomes in Year 1 are sustained as students' progress through the school.

	All	Boys	Girls	PP	SEND
Year 1	83%	75%	100%	75%	50%
No. of Pupils	25/30	15/20	10/10	3/4	2/4
National	79%				

Year 2 Phonic Resits 2023-2024

4 pupils resat the phonics check in 2023, 100% of which children were PP and 75% were SEND. 75% of disadvantaged pupils passed the phonics screening check in Year 2.

EYFS GLD 2023-2024

29% of pupils entered EYFS with 29% at the expected level of development, validated by the Reception Baseline Assessment (RBA). Speech and language also were below typical at baseline, with only 37% showing age-appropriate levels of Speaking. Results show that the most impact occurred in speech and language, with 100% meeting the expected standard by the end of Reception.

		GLD	Speaking	Comp	Word Reading	Writing	Number
Reception	27	78%	93%	78%	82%	82%	85%
PP	3	0%	100%	0%	0%	0%	33%
SEND	3	0%	33%	0%	0%	0%	33%
National		68%					

Whole School Pupil Premium Data 2023-2024

Internal school data for 2023/2024 highlight that improving the performance of disadvantaged pupils remains a key priority for the school. While the gap narrows by the end of KS2, staff and leaders are committed to addressing this further in the younger year groups to ensure continued progress.

Pupil progress meetings are held termly to identify target students for the academic year, with a specific focus on narrowing the gap between disadvantaged pupils and their peers. of non-disadvantaged pupils.

All Pupils		Reading %		Writing %		Maths %	
Group	Pupils	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	29	72	21	59	10	76	21
Year 2	29	76	31	69	17	72	41
Year 3	30	90	33	70	10	93	32
Year 4	31	84	23	65	13	81	29
Year 5	32	81	28	66	0	78	28
Year 6	32	**88%**	**38%**	**91%**	**25%**	**81%**	**34%**

Disadvantaged		Reading %		Writing %		Maths %	
Group	Pupils	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	5	60%	0%	20%	0%	40%	20%
Year 2	6	43%	0%	29%	0%	43%	0%
Year 3	7	71%	0%	43%	0%	71%	14%
Year 4	2	100%	0%	50%	0%	100%	0%
Year 5	4	50%	0%	75%	0%	50%	0%
Year 6	6	83%	0%	100%	0%	83%	17%

Attendance Impact 2023-2024

Across school, dedicated strategies improved school attendance and persistent absence data which remained above national for all pupils. However, PP absence data is not yet meeting the targets that the school sets and we continue to work towards improving this – this remains a school priority.

Group	Attendance %	Persistent Absence %
All Pupils	95.3	9.6
PP Pupils	91.9	27.6
SEND pupils	91.4	18
National 2023	92.5	22

Attendance at Breakfast Club 2023-24

- Numbers of PP pupils attending club has increased, but overall remains low. All PP pupils who could benefit from attendance continue to be offered this opportunity.

Club Attendance 2023-2024

- Increased participation in sport through extra-curricular clubs in school has supported physical and mental wellbeing.

Curriculum Progress 2023-2024

- Staff CPD strengthens teacher of phonics synthetic programme.
- Most pupils who received targeted catch-up provision closed the gap in phonics.

- School monitoring and evaluation, shows that pupils demonstrate high levels of engagement in learning across the curriculum. Disadvantaged children enjoy varied experiences that they may not otherwise have been able to access.
- High quality and varied enrichment opportunities enhance learning throughout the curriculum.
- Nurture sessions and intervention has positively impacted on pupil wellbeing and behaviour.

Safeguarding & Wellbeing Support

- High-quality pastoral support and guidance offered to pupils through 1:1 support.
- School safeguarding records show high-quality support and guidance offered to families in need of help.

Externally provided programmes

Programme	Provider
Times Table Rockstars	TT Rockstars
Read Write Inc. Phonics	Oxford University Press
Read Write Inc. Spelling	Oxford University Press
Purple Mash	2simple
Jigsaw PSHE programme	Jigsaw PSHE Ltd.
Read Write Inc. Phonics & Spelling	Oxford University Press
SATS Companion	SATS Companion
White Rose Maths (Premium)	White Rose Maths - Trinity
On Track Maths, English, Grammar, Writing	Rising Stars - Hodder
Lexia (EEF Literacy Project)	Lexia UK
Ruth Miskin Phonics	Ruth Miskin Literacy Ltd.

REAch2 11 Before 11 Initiative

Additional Information
As part of REAch2 Academy Trust we are a school committed to the 11b411 initiative. We are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full. To this end, Reach2 have developed the 11 before 11 set of promises, to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life's adventure. Our School Adventure Ambassador (SAA) brings the promises to life at our school, through planning the adventures into the school's curriculum; seeking sponsorship; funding; resources

and links within and beyond the community. Our Adventure Ambassador also has access to brokered partnerships such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.