

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------------------|
| School name | The Spires Academy |
| Number of pupils in school | 41 |
| Proportion (%) of pupil premium eligible pupils | 63.45% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020-2022 |
| Date this statement was published | 31 st December 2021 |
| Date on which it will be reviewed | 31 st December 2022 |
| Statement authorised by | Rachel Clews |
| Pupil premium lead | Trisha Patel |
| Governor / Trustee lead | Gareth Francoise |

Funding overview

| Detail | Amount |
|---|--------------------------------------|
| Pupil premium funding allocation this academic year | £ 35535.00 |
| Recovery premium funding allocation this academic year | £ 16290.00 (inc school led tutoring) |
| 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 | £51825.00 |

Part A: Pupil premium strategy plan

Statement of intent

| |
|---|
| <p>Catch22's Vision is:</p> <p>To deliver better social outcomes through transforming public service through the 3Ps:</p> <ol style="list-style-type: none">1. Place- supporting people to find, retain, transition safely into homes and communities2. Purpose- Working with people to achieve their purpose in education, employment or training3. People- Building networks of people around individuals <p>Our Education Mission is: To enable young people to progress and succeed in sustained education, training or employment.</p> <p>We do this through engaging young people positively with their purpose through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.</p> |
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Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Working below age expected in English Reading |
| 2 | Working below age expected in English Writing |
| 3 | Working below age expected in Maths |
| 4 | COVID & Remote Learning |
| 5 | SEMH and wellbeing identified for pupil |

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 |
|---|---|
| Increased progress against attainment data in English Reading | For each child to make 2 step progress in attainment data |
| Increased progress against attainment data in English Writing | For each child to make 2 step progress in attainment data |
| Increased progress against attainment data in Maths | For each child to make 2 step progress in attainment data |
| Improved Remote learning provisions | More devices available to access remote online learning. |
| SEMH and Well being improved for pupils | Decrease in behaviour incidents recorded Engagement in therapy sessions including play therapy |

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: £ 26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| Intervention TA An existing class TA to move to delivery of targeted small group/individual literacy and numeracy intervention. | Targeted interventions put in for children who need it. Progress evidenced in data and Insight tracking. | In addition to wave 1 teaching, children can access targeted support for development of literacy and numeracy. |
| Protective Behaviour Training and implementation | Advocate to support and train in class staff to carry out low level safeguarding concern interventions. Advocates to continue 1:1 interventions. Staff Training to be provided | Challenge 4 & 5 |
| Trauma Informed Schools | For all staff to have a better understanding of how traumas affects pupils within the school. Advocates to undertake and complete the diploma training in Trauma Informed Schools Practitioner and to train all staff. | Challenge 4 & 5 |

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

Budgeted cost: £ 16,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|--|--------------------------------------|
| 1:1 Tutor School Led funding | Increase attainment and progress for PP and LAC pupil using 1:1 tutoring in school | Challenge 1-3 |
| SALT & Play Therapy | To support SEMH and Traumas through therapy for pupils who are PP/LAC | Challenge 4 & 5 |
| Resources | To purchase further curriculum and library resources. | Challenge 1-3 |
| Futher CPD Training for Staff | Emotional regulation Ongoing CPD | Challenge 4 & 5 |

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

Budgeted cost: £ 10,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| Hire of 3 x 8 Seater vehicles For school staff to transport children to off-site enrichment activities. | Attendance increased. PI and behaviour data shows reduction in high-level behaviours. | Children's attendance at school increases. Children are able to self-regulate more regularly as SEMH needs are being met. |

Total budgeted cost: £ 53,300.00

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.

| Improving Academic Outcomes | | |
|--|-------------|---|
| Intervention TA role | £22,500 | Provide intervention support packages targeted at children entitled to Pupil Premium funding and who are not yet working at age related expectations. |
| Purchase of books and reading resources to support reading for enjoyment | £5000 | Additional books to support Accelerated Reader and literacy strategy. Includes audio books and materials to support reading for pleasure. |
| Trauma-Informed Schools Training and resources | £3000 | All staff will have the knowledge and understanding of how to meet the needs of children who have experienced trauma. |
| LAC Pupil Premium Plus | Circa £7000 | To be spent on targeted individual support packages (as agreed at PEP review meetings) |

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 |
|------------------|-------------|
| Insight Tracking | Insight |
| Purple Mash | Purple Mash |