

Pupil premium strategy statement

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	Springfield Primary School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	19% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (3 years)
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jacquelyn Pick
Pupil premium lead	Lee Mayes
Governor / Trustee lead	Debbie Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,279
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	£113,504

Part A: Pupil premium strategy plan

Statement of intent

At Springfield Primary School, we believe that financial deprivation should not prevent children from achieving their full potential. High-quality teaching and having high expectations of pupils are at the heart of our approach. We ensure that teaching is responsive to the needs of all pupils and our curriculum is designed to raise aspirations and enable children to thrive, becoming well-rounded individuals prepared for life in modern day Britain. Our Pupil Premium Grant expenditure is planned to support access to our standard curriculum as well as to provide experiences and enrichment opportunities so that all of our pupils have the opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	60% of our disadvantaged pupils are or have been subject to safeguarding concerns.
2	58% of our disadvantaged pupils have social, emotional and mental health challenges that can impact their achievement and engagement in school life.
3	18% of our disadvantaged pupils have speech and language difficulties, SEND or ongoing health issues and concerns that impact their school life.
4	Some families who receive Pupil Premium funding struggle to provide consistent support for their children's learning outside of school.
5	In some year groups, some disadvantage pupils do not perform in line with their non-disadvantaged pupils.

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
Develop teaching and learning provision for children receiving the Pupil Premium Grant.	Pupils achieve national outcomes in KS1 and KS2 in reading, writing and maths. The attainment gap will close between disadvantage and non-disadvantage pupils.
Enhance the provision for children receiving the Pupil Premium Grant to reduce or mitigate	Pupils take part in enrichment activities.

the effects on academic, emotional and social development following the Covid-19 school closures.	Pupil surveys reflect positive attitudes about trips, clubs and other enrichment opportunities.
Improve attendance of children receiving the Pupil Premium Grant.	Attendance of children receiving Pupil Premium Grant will improve and the gap between disadvantage pupils and non-disadvantage pupils narrows.

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: £39,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced cover supervisors assigned to provide consistent quality teaching of pupils in a whole class setting.	Teachers are afforded PPA time to plan effective teaching and learning opportunities while the class continues to receive consistent high quality teaching from known members of staff. Cover supervisors are allocated classes that they work with throughout the year allowing them to develop a sound understanding of pupil needs. This in turn enables them to provide effective feedback which evidence shows has “very high impact on learning outcomes” (EEF, 2021).	5
Accelerated Reader To develop patterns of regular reading and reading for pleasure from an early age. To provide access to wider range of texts and genres.	Reading records of PPG children on average show that the cohort reads less at home than their peers. The online portal provides a pupil and parent friendly way to access texts. Our PPG children report limited access to books at home or opportunities to visit the library. AR provides them with greater access to texts and are an ‘appropriate level of text difficulty’ (EEF, 2021). The programme is designed to be “carefully tailored to pupils reading capabilities and involves activities and texts that provide an effective, but not overwhelming, challenge” (EEF, 2021). EEF state this is a marker of a successful reading comprehension approach.	4,5
Phonics programme / Bug Club books	The aim is to systematically teach pupils the relationship between the sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.	3,5

	“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds” (EEF, 2021).	
Recruit Y2 teacher	Covid-19 lockdowns have significantly impacted our Y2 cohort as they have not yet completed a full year of schooling. Employing an extra teacher allows us to teach the children in smaller class sizes. Teaching will meet all children’s’ needs and will support them to catch up on missed learning. It will also allow time for “higher quality interactions and additional opportunities to provide feedback on pupils” (EEF, 2021).	5

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

Budgeted cost: £27,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classroom support for pupils with academic or social/emotional needs.	Additional support increases our capacity to provide in the moment intervention to help close the gap between PPG children and their peers. Effective use of teaching assistants can “provide a large positive impact on learner outcomes” and interventions “targeted at pupils that require additional support can help previously low attaining pupils overcome barriers to learning” (EEF,2021). By providing additional adult support we are able to support the development of coping strategies that allow pupils to access the curriculum alongside their peers.	1,2,5

<p>Speech and language therapist based in school 3 days per week. Children with speech and language delays receive early intervention. PPG children are effectively supported with their speech development to enable them to achieve at least as well as their peers.</p>	<p>Studies of oral language interventions consistently show positive impact on learning. "Oral language approaches have a high impact on pupil outcomes of 6 months additional progress" (EEF, 2021). Speech and language development promotes greater proficiency in reading and supports children's "use of vocabulary, articulation of ideas and spoken expression" (EEF, 2021).</p>	<p>3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead based in school 4 days per week. Pastoral base (The Butterfly Room) to provide a space for daily support for pupils, working area for specialists visiting the school and meeting with parents.</p>	<p>The pastoral lead is a deputy DSL and lead practitioner for the Trauma Perceptive Training programme we are running in school. She plays a key role in the safeguarding of our children. 60% of our PPG children are, or have been, subject to safeguarding concerns. A safe, confidential space to manage safeguarding issues and meetings with children, parents and both internal and external agencies is always available.</p> <p>"Parental engagement has a positive impact on progress' (EEF, 2021) and our pastoral lead provides a point of contact and support for families who require additional support to bridge the gap between home and school life.</p> <p>58% of our PPG children are on the SEND register and/or deal with SMEH issues that impacts on their ability to achieve in school.</p> <p>The attendance of PPG children is not currently in line with their peers, which has a negative impact on their achievement in school (Our pastoral lead is also our attendance officer enabling them to work closely with families.</p>	<p>1,2,3,4,5</p>

	<p>PPG families are given access to support both in and out of school to enable them to support their child's wellbeing. All children are able to develop their skills of social interaction and effective communication. SMEH and pastoral support for children is available as an early intervention.</p>	
Provide PE kits for pupil premium children.	<p>A large proportion of our pupil premium families are unable to provide appropriate clothing for PE. Therefore, this limits the pupils access to a key part of our school curriculum. 'Physical activity has important benefits in terms of health, wellbeing and physical development' (EEF, 2021) so by providing PE kits we remove a simple barrier to learning and ensure all pupils enjoy an inclusive experience of school life.</p>	2,4,5
Supporting travel to school.	<p>To help improve the attendance of some of our Pupil Premium Grant children who face difficulties travelling to and from school, we pay for their transport to minimise this difficulty. This is used as a temporary measure until Essex County Council finalise the arrangements with the family.</p>	4
Funded after school club	<p>At least one funded club space per PPG child to ensure they experience extra-curricular activities which help to develop their interests, skills and talents that they might otherwise not be able to access.</p>	2
Subsidising Year Six residential	<p>Our Year Six residential provides children with essential life skills and "opportunities to participate in activities that they otherwise might not be able to access" (EEF, 2021). The trip includes a range of activities but physical activity and outdoor adventure learning are a core part. "This has important benefits in terms of health, wellbeing, physical development, self-confidence and self-efficacy" (EEF, 2021).</p>	2

<p>Top up care provision (eg uniform, trips, transport, photocopying homework packs etc)</p>	<p>To ensure all children have access to the full and wider curriculum and are able to engage fully in school life. Providing top up care for PPG children means they are more likely to attend school events and trips, thus enhancing their own experience as well as raising attendance.</p> <p>“It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results”(Third Space Learning, 2019).</p>	<p>4,5</p>
<p>Resources to develop engaging learning environments including sensory support areas</p>	<p>As over half of our PPG children have emotional, social and mental health challenges and some have special educational needs, a sensory room will be hugely beneficial to help support the children at school. It will be a safe and calming space which will help children return to the classroom able to learn effectively. It will also provide an opportunity for children to “reflect on and plan how to overcome difficulties” (EEF,2021) with the support of our Pastoral Lead and SENCo.</p>	<p>1,2,3</p>
<p>Funds reserved for contingency planning and meeting unexpected needs of our pupils.</p>	<p>To ensure we have available funds to quickly address unexpected needs that arise during the course of the year. Every year our PPG children face unexpected barriers to their learning and following lock-down we are expecting this to be more prevalent this year. For that reason we are safeguarding a small portion of the budget to ensure we can meet those needs appropriately and promptly.</p>	<p>2,3,4,5</p>
<p>Family workshops for PPG children based around social/emotional development and academic skills.</p>	<p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading” (EEF, 2021).</p> <p>We are aware that some of our PPG parents and carers have low literacy skills, have social and emotional difficulties and have expressed negative connotations from their time as a school pupil. By providing positive school experiences, we hope to encourage more engagement from these parents.</p>	<p>4</p>

Total budgeted cost: £113,504

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.

Due to COVID-19, national performance measures have not been published since 2019 and schools were closed from January 2021 to March 2021.

Internal assessments:

In all year groups in reading, writing and maths, the % of PPG children achieving expected or above improved since baseline data (September 2020).

In years 4, 5 and 6, Pure PPG children achieved in line with their peers or exceeded them.

In year 1, Pure PPG children achieved in line with their peers in writing and maths

In year 4 and 6, PPG children performed better than non-PPG children in reading.

In year 1, PPG children achieved in line with their peers in writing and maths.

In year 6, PPG children performed better than non PPG children in writing and maths.

The gaps in learning between PPG and non PPG diminished in all but one key areas of learning in EYFS.

The attainment gap between PPG and non-PPG children is diminishing in 5 out of 6 year groups in reading

In KS2, the attainment gap between PPG and non-PGG pupils is diminishing in maths.

Other:

Core groups of pupils who have historically struggled with their behaviour were supported through sessions with the school therapy dog. This resulted in all of them achieving 8 consecutive weeks in school with no sanctions for behaviour being administered.

During the summer term 50% of our PPG children attended catch up after school interventions with teachers or TAs. This enabled them to consolidate prior learning and address gaps from home learning during lockdown.

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
Accelerated Reader	Renaissance Learning