

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	Springfields First School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Bagnall
Pupil premium lead	Alison Bagnall
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,790
Recovery premium funding allocation this academic year	£3,770
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	£34,560

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

At Springfields First School we use PP funding to:

- Provide Quality First Teaching – training for teaching
- Class support for basic skills
- Small group interventions
- One to one interventions
- Provide nurture groups
- Extended opportunities for pupils – sports clubs/educational visits and residential stays/music lessons
- Specific resources
- Specific assessments
- Alternative provision

Challenges

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

Challenge number	Detail of challenge
1	Entering EYFS at lower levels in language/communication and basic skills
2	Lack of parental engagement in learning
3	Lack of parental knowledge to engage in child's learning
4	Lack of opportunities eg to attend clubs outside school
5	Specific SEND including attachment issues

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
Attainment gap is closing and/or is similar to non-Pupil Premium children	Disadvantaged pupils closing the attainment gap with non-disadvantaged pupils. Additional small group or one to one support used to accelerate learning.
To have a member of staff who can provide emotional support and improve social skills	HOPE support to be provided on a weekly basis for pupils to improve pupils self-esteem and social skills
Attainment gap is closing and/or is similar to non-Pupil Premium children for maths and English.	Disadvantaged pupils closing the attainment gap in the core areas of reading, writing and maths. Additional support used to accelerate learning
Provide extended school opportunities so that pupils are happy and participate fully in school life with high self-esteem	Disadvantaged pupils are able to access after school clubs, educational visits, music lessons and attend residential visits to widen opportunities and raise self-esteem.
All pupils eligible for FSM funding are able to continue learning at home	All pupils eligible for FSM's funding are provided with the IT hardware and access to data to continue to learn at home.
Improve staff knowledge of attachment disorders. All staff become more knowledgeable in supporting pupils with attachment and trauma needs	Staff will have a better understanding of attachment and trauma disorders. They will use this knowledge to support pupils displaying attachment and trauma behaviours.
Pupils can access specific assessments or alternative provision when needed	Specific assessments/education specialists can be accessed to support learning eg educational psychologist assessment/dyslexia assessment/alternative SEMH provision

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide attachment and trauma training to more teaching and support staff</i>	Emotional coaching together with attachment and trauma training will provide staff with an insight into some pupil's difficulties. It will allow staff to support pupil's engagement in learning and fulfil their potential.	
<i>Provide training for all staff related to self-regulation and metacognition</i>	Using EEF research to improve pupil's self-regulation and metacognition allowing them to understand how best they learn. Also teaching pupils how to be better learners.	
<i>Switch-up literacy training</i>	Provide training to deliver the Switch-up literacy programme as an intervention strategy to improve reading	

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

Budgeted cost: £27,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of intervention groups</i>	Intervention catch-up groups for phonics, spelling, sentence structure and maths, provided to plug gaps and reinforce key concepts	
<i>One to one intervention groups</i>	One to one support for daily readers especially where pupils do not read at home. One to one support in	
<i>Delivery of NELI Speech and Language intervention</i>	EEF research programme to improve language and communication skills in reception pupils.	

<i>Class support for basic skills</i>	Support provided in class for literacy and numeracy allowing pupils to remain in the class with their peers.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resources to provide home-school learning</i>	Provide hardware to allow pupils eligible for FSM funding to access learning at home.	
<i>Provide additional hours of HOPE support</i>	Provide HOPE support to develop self-esteem, social and emotional skills.	
<i>Access assessments or other professional services</i>	Provide advice or assessments from outside professionals or to attend alternative provision where specialist support can be accessed.	

Total budgeted cost: £34,560

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.

In 2020 -2021 in Ks1 and Ks2 there were 23 pupils eligible for PP funding we assess their achievement using internal school data. Of those pupils, 56% were also identified as having a special need, 30% were looked after children or previously looked after children and 35% started at Springfields during the 2020-2021 academic year. 56% of the pupils have previously attended other schools.

Across both key stages pupils achieved best in reading with 3 pupils working above the expected level. In writing there were less pupils working at the expected level but this improved for maths.

A teacher was employed to deliver phonic interventions for Yr 1 and Yr 2 pupils in the autumn term. 4 out of 6 Yr 2 pupils eligible for PP reached the required level in the phonic check. In Yr1 we expect 100% of PP pupils to reach the required level for phonics.

Yr Group	Reading			Writing			Maths		
	Below	At	Above	Below	At	Above	Below	At	Above
Yr1(2)	1pupil	1pupil		2pupils			1pupil	1pupil	
Yr2(7)	3pupils	3pupils	1pupil	5pupils	2pupils		3pupils	3pupils	1pupil
Yr3(6)	3pupils	1pupil	2pupils	4pupils	2pupils		3pupils	3pupils	
Yr4(7)	5pupils	2pupils		6pupils	2pupils		6pupils	2pupils	

In the Reception year there were 9 pupils eligible to PP funding but 1 pupil remained in the Pre-school provision due SEND.

Yr Group	Reading			Writing			Number		
	Emerg	Expec	Exce	Emerg	Expec	Exce	Emerg	Expec	Exce
	5	3	0	5	3	0	5	3	0

Of those 8 pupil 62.5% are summer born pupils and 4 did not attend during the March 21 lock down. We feel this had a knock on effect for all of our summer born children who we find tend to make most progress in the third term. We found that all EYFS pupils made less than expected progress in writing. We used catch-up funding to provide extra teacher led interventions for phonics and reading. We provided additional TA hours to deliver the Nuffield Early Language Intervention to a group of identified pupils. 2 pupils receiving the NELI intervention were also eligible for PP funding.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support within the class for basic skills, reading, writing and maths
What was the impact of that spending on service pupil premium eligible pupils?	All pupils are working at or above the expected level.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.