

Pupil Premium Strategy Statement – SIS 2021-22

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	Springwood Infant School
Number of pupils in school	160 May – 168
Proportion (%) of pupil premium eligible pupils	54 (34%) May – 70 (42%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021 Updated May 2022
Date on which it will be reviewed	Termly (alongside the SIP). Updates to be provided at FGB.
Statement authorised by	FGB
Pupil premium lead	Jo Livingstone
Governor / Trustee lead	Lauren Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58765.00
Recovery premium funding allocation this academic year	£9476.00
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	£68241.00

Part A: Pupil premium strategy plan

Statement of intent

At Springwood, our core values are:

- Staying Safe
- Treating Each Other as you Wish to be Treated
- Trying Your Best and Being Proud

Therefore, we aim to develop responsible, self-regulated and self-motivated children.

Children in Springwood rapidly develop a love of learning and are aspirational. Therefore, our aim is to use the pupil premium funding to ensure that all disadvantaged children progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. Thus sustaining positive outcomes.

Although Springwood's strategy is focussed on the needs of disadvantaged children, it will benefit all pupils in our school where funding is spent on whole school approaches. These approaches include:

- Quality Teaching First
- Differentiation and variation according to individual's needs to ensure there is improved progress alongside their peers
- The use of Quality Text Drivers for the stimulus for the vast majority of learning journeys for reading and writing
- Long term Curriculum Map and home learning (equipping children with the knowledge and cultural capital they need to succeed in life)
- Embedded use of the Reading for Comprehension Toolkits (also used to support the reading part of the writing learning journey)
- Specific teaching of vocabulary across all subjects (red, amber and green)
- Home learning policy
- Access to books to support the wider curriculum
- Working walls to share the learning journeys and to capture key learning across subjects
- Laptops assigned to families who need support.

This strategy is integral to the School Improvement Plan and is designed to aid and support the children's recovery of education from the COVID-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	The gap between PP and Non PP in reading in 2019 was -2%. The gap between PP and Non PP in 2019 it was -6%. The gap between PP and

	<p>Non PP in 2019 it was -11%.</p> <p>Therefore, our observations of pupils and conversations with teachers suggest that many pupils struggle to transition from scaffolded and supported learning to applying learning with increasing independence. As a result, children struggle to transfer new skills and access learning successfully and do not make rapid progress</p>
2	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 94.3%-95.3% which is lower than for non-disadvantaged pupils (97.5%-98.1%). Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.
3	Our observations and communication with children and families inform us that their behaviour as a communicating a need, e.g. struggling to manage emotions, refusal, absenteeism, need for control
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
<p>Attainment in reading, writing, mathematics and the wider curriculum at least meet the National Average at ARE and Greater Depth.</p> <p>All children make strong progress from their individual starting points.</p>	<p>-Data collection in the Autumn, Spring and Summer term evidences gains from each term, including finer points of progress.</p> <p>-Children's learning behaviours will imitate teacher's modelling so that they are able to make choices about methods/strategies and resources required</p>
Attendance meets national expectations for PP pupils, particularly in light of current National challenges	-Disadvantaged children's attendance is 95%+. In cases where attendance is below the national average, the school can evidence gains for those children
Behavioural incidents decrease for disadvantaged children	-Monitoring evidence gathered demonstrates a reduction in incidents and the strategies put in place for the child/children
Disadvantaged pupils are given more opportunities to attend school trips, residential and after school clubs	<p>-Whole school curriculum identifies experiences for children</p> <p>-PP funding supports families to access wider experiences</p> <p>-Pupil conferencing evidences opportunities given</p>

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: £30,000 (approx)

Activity (Area of Focus in line with the SIP)	Evidence that supports this approach	Challenge number(s) addressed
English and Maths leaders attend termly core provision for their subjects and disseminate the training for all staff through PDMS, phase team meetings, INSET days as well as TA training	Education Endowment Foundation (EEF) recommends high quality CPD to ensure teachers are highly skilled so that teachers' use AfL, formative assessment and knowledge of the pupils' learning to shape planned learning opportunities and task design so that misconceptions are addressed in a timely manner and pupils make strong progress.	1
The Assistant Headteacher to use ongoing CPD to coach and monitor teachers so that teacher's use metacognitive strategies to enable children to plan, monitor and evaluate their learning Additional training for teaching and TAs to support metacognitive strategies	EEF - Metacognition and self-regulated learning	1
Termly pupil progress meetings focus on pupil premium children to enable teachers to review progress and	Data analysis, including capturing of finer points of progress, will ensure that teaching is targeted to close gaps in learning	1

provision and make adaptations to meet individual needs		
Termly use of standardised tests across Years 3, 4 and 5 and past SATs papers for Year 6 to be used as an additional tool to identify gaps in learning	EEF Maximising Learning document supports diagnostic assessment to ensure misconceptions are addressed and gaps are closed	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £30,000 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPRs identify 'at risk children'. Catch Up teacher and TA Support, Specific Interventions: <ul style="list-style-type: none"> • 1:1 word reading • Targeted reading, writing and maths support from pupil progress reviews • Social skills 	<p>EEF Documentation consulted:</p> <p>-Metacognition and self-regulated learning</p> <p>-Pupil Premium Guide</p> <p>Putting Evidence to Work – A School's Guided to Implementation</p>	1

(lunch time) <ul style="list-style-type: none"> • Targeted Phonics • Fine and gross motor control • Handwriting and spelling • Maths – Number and Place Value 		
Regular supplementary reading for children identified as the lowest 20% of readers	EEF identify reading and discussing books to support and improve literacy skills	1
Personalised Speech and Language interventions for those children whose language skills are not on track	EEF research highlights the importance of good language skills in order to support learning.	1

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

Budgeted cost: £8,000 (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF Documentation consulted: -Metacognition and self-regulated learning -Pupil Premium Guide Putting Evidence to Work – A School’s Guided to Implementation	
SIMs and Attendance Officer with EHT to review	The Department for Education (DfE) recommendations include “Recognise	2

<p>attendance and punctuality half termly and offer support to pupil premium pupils at risk of meeting 95%+.</p> <p>Interventions/Activities include:</p> <ul style="list-style-type: none"> • Breakfast via Activ8 • Daily telephone calls for pupils not in attendance. Home visits to check on welfare if contact cannot be made for two days (in line with Attendance Policy) • Friendly phone call • Challenging phone call • Text Messages • Meetings • Letters • Home collections • Home Visits • Support with routines at home and resources • Child and parent agreements • Reward Systems • Referral Level 2 FSS • School Nurse referral • Children Services Referral • Referral to LICO • Reduced timetable/ alterations to school timings • Assigned Family Key Worker • Funding Taxis 	<p>attendance as an important area of school improvement. Make sure it is resourced appropriately (including through the use of pupil premium funding) to create, build and maintain systems and performance”.</p>	
<p>Pupils with low emotional intelligence and resilience will be supported to increase self-confidence and independence</p> <ul style="list-style-type: none"> • Emotional Literacy Support Assistant 	<p>There is evidence from the EEF that supporting children’s social and emotional skills, will result in improved outcomes, e.g. progress and attainment, behaviour and friendships with peers.</p>	<p>3</p>

<p>(ELSA) programme to support well-being</p> <ul style="list-style-type: none"> • Nurture/Sharing and turn taking groups with targeted pupils • Support with lunch times with lunch skills and social skills. • Balanced diet promoted through PE, DT and lunchtime expectations • Guided exercise timetabled three times a week 		
<p>Whole school training on ACEs to ensure support for individual pupil's needs</p>	<p>Trauma and attachment research and evidence how this can impact on a child's wellbeing. Therefore supporting children's social and emotional skills will result in improved outcomes, e.g. progress and attainment, behaviour and friendships with peers.</p>	<p>3</p>
<p>Children whose parents cannot afford to pay for school trips, afterschool clubs and residential will have their places paid for</p>	<p>All children including those from disadvantaged backgrounds, deserve a well-rounded and broad curriculum with plenty of opportunities.</p>	<p>4</p>

Total budgeted cost: £68,241.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please refer to 2020-21 strategy on the website.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Please see SIS 2020-21 Review also published on the website

Longer Term Strategies 2022-23

- An audit of PP from the local authority – this will need to be requested but will give a clear focus for further improvements.
- Attainment in the foundation subjects to show gaps between PP and NonPP diminishing