

## Pupil premium strategy statement

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 three year pupil premium strategy (2021-2024), 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	163
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Alison Bagnall
Pupil premium lead	Alison Bagnall
Governor / Trustee lead	Mrs S Williamson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,400
Recovery premium funding allocation this academic year	£3445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,845

# 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 about how 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 (2024)**, 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/neuroscience-and-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/neuroscience-and-education</a>	2 TA staff 24 pupils
<i>Provide further 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a>	All staff 24 pupils
<i>Provide training and time to identify opportunities where EYFS parents can become more active in their child's education</i>	Use research to identify strategies to engage EYFS parents in supporting the learning of their children focus on communication, language, early reading and maths <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>	6 pre-school +1 school pupils

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

Budgeted cost: £21,400 +£3445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of intervention groups</i>	<p>Intervention catch-up groups for phonics, spelling, provided to challenge understanding and reinforce key concepts</p> <p>Six week blocks of targeted literacy support focused on sentence structure</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	13 pupils
<i>One to one intervention groups</i>	<p>One to one support for daily readers especially where pupils do not read at home.</p> <p>Completion of 12 week programme for Switch on reading</p> <p>Completion of 12 week programme Switch on writing</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants</a></p>	6 pupils
<i>Class support for basic skills</i>	<p>Support provided in class for literacy and numeracy allowing pupils to remain in the class with their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants</a></p>	8 pupils

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide technology to support home-school learning</i>	<p>Where needed provide hardware to allow pupils eligible for FSM funding to access learning at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a></p>	1 pupil
<i>Provide additional</i>	<p>Provide HOPE support to develop self-esteem, social and emotional skills.</p>	5 pupils

<i>hours of HOPE support</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a>	
<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.	3 pupils
<i>Provide access to after school clubs, educational visits and music lessons</i>	Provide extended school opportunities so that pupils are happy and participate fully in school life with high self-esteem	24 pupils
<i>Provide EYFS resources to support learning at home</i>	Provide resource packs to complete learning activities at home <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a>	6 pre-school +1 school pupils

**Total budgeted cost: £34,845**

## 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 2021 to 2022 academic year.

*In 2021 -2022 in KS1 AND KS2 27 pupils were eligible for PP funding. Their attainment was assessed using internal school data. Of those pupils, 44% were also identified as having a special need, 11% were looked after children or previously looked after children and 37 % of the pupils have previously attended other schools.*

*Funding was used for one member of staff to deliver the Switch on Reading and Switch on writing programmes to individual pupils, daily for 12 weeks. During the academic year, five pupils with pupil premium funding have successfully completed the programme. By the end of the academic year these pupils had made increased progress on internal tracking.*

Yr Group	Reading			Writing			Maths		
	Below	At	Above	Below	At	Above	Below	At	Above
Yr1(9)	62.5%	25%	12.5%	62.5%	37.5%		25%	62.5%	12.5%
Yr2(3)	66.3%	33.3%		66.3%	33.3%		66.3%	33.3%	
Yr3(6)	33.3%	50%	16.7%	66.7%	16.7%	16.7%	66.7%	33.3%	
Yr4(7)	57.1%	14.3%	28.6%	42.9%	42.9%	14.3%	71.4%	28.6%	

*In the EYFS 20221/22 there were 6 pupils eligible to PP funding.*

	Communication and literacy	Physical	Personal	Remaining 7 aspects
PP	50%	83%	83%	50%

Non PP	90.5%	95%	90%	90.5%
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*Of those 6 pupil 50% are summer born pupils and 20% have recognised SEND, 90% did not attend Springfields Pre-school and 40% have had some type of social care support.*

### **Catch-up Funding**

*We have provided catch-up for phonics and early reading through the Little Wandle phonic scheme. Catch-up and Keep-up interventions have been provided using support already available in the class. School has funded an additional 20 hours of adult support for EYFS pupils with SEND. Where possible, these pupils have been supported in a small group made up of targeted pupils including those eligible for pupil premium funding.*

*Catch-up funding was used to provide:*

*In school tutoring*

*Phonics catch up for Yr2 (autumn term)*

*Phonics and early writing in Yr1 (autumn term)*

*Sentence structure, stamina, punctuation, spelling in KS2 (spring and summer term)*

*External tutoring*

*Five pupils received worked with an external tutor, four for maths and one for writing. All of the pupils made accelerated progress and gained in confidence.*

*Using pupil premium funding, we purchased six Chromebooks for individual pupils to encourage learning at home. The school invested in reading scheme ebooks providing parents with a greater selection of books to read at home. Teachers set homework and ran parent workshops via Teams. They also provided support to individual parents on how to access Teams/BGFL. Although this provided parents with the hardware needed to access the provision, only 33% of parents regularly completed homework or accessed the ebooks. These two children made good progress especially with phonics and early reading.*

*Pupil Premium funding was used to fund educational visits and after school clubs for all 33 pupils. This provided pupils with opportunities to experience new activities that may not be available outside of school.*



*Pupil premium funding was used to increase the hours of HOPE emotional support. Individual pupils complete a 6 -8 week programme of support. During the academic eleven pupils eligible for pupil premium funding accessed HOPE.*

*Funding has been used to support staff in completing attachment and trauma training. Two members of the teaching staff completed level 1 attachment and trauma in the classroom training. Whilst two TA's completed five day emotional coaching training. This has provided staff with a better understanding of how to support pupils to self-regulate and to understand their emotions in school.*

*All staff completed metacognition training. This helped pupils to develop independence, resilience and perseverance. Pupils with pupil premium funding were targeted to increase these attributes and help them understand how they could become better learners.*

*Funding was used to support attendance at an alternative provision. The alternative provision used a holistic, nurturing approach to help the pupil re-engage with education. Funding also provided educational psychologist support for individual pupils.*

## 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)**

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