# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 | 168 |
| Proportion (%) of pupil premium eligible pupils | 15.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Alison Bagnall |
| Pupil premium lead | Alison Bagnall |
| Governor / Trustee lead | Mr M Worthington |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38,490 |
| Recovery premium funding allocation this academic year | £3190 |
| 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 | £41,680 |

# 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: £2500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide further training for all staff to improve behaviour management skills* | Using EEF research to improve behaviour within the classroom, allowing pupils to learn in a calm environment with clear boundaries and expectations. Allowing pupils to become better learners.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | All staff  26 pupils |

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

Budgeted cost: £28,990 +£3190

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Delivery of intervention groups* | Intervention catch-up groups for phonics, spelling, provided to challenge understanding and reinforce key concepts  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 13 pupils |
| *One to one intervention groups* | One to one support for daily readers especially where pupils do not read at home.  Completion of 12 week programme for Switch on reading  Completion of 12 week programme Switch on writing  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants> | 11 pupils |
| *Class support for basic skills* | Support provided in class for literacy and numeracy allowing pupils to remain in the class with their peers.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants> | 26 pupils |

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

Budgeted cost: £7000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide additional hours of HOPE support* | Provide HOPE support to develop self-esteem, social and emotional skills.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning> | 2 pupils |
| *Access assessments or other professional services* | Provide advice or assessments from outside professionals or to attend alternative provision where specialist support can be accessed. | 2 pupils |
| *Provide access to after school clubs, educational visits and music lessons* | Provide extended school opportunities so that pupils are happy and participate fully in school life with high self-esteem | 26 pupils |

**Total budgeted cost: £41,680**

# 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 2022 to 2023 academic year.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *In 2022 -2023 in KS1 AND KS2 28 pupils were eligible for PP funding. Of these 28 pupils, 5 pupils left Springfields mid-year and 4 pupils either joined Springfields mid-year and were already eligible for funding or due to a change in circumstances became eligible during the academic year.*  *Their attainment was assessed using internal school data. Of the 28 pupils, 36% were also identified as having a special need, 11 % were looked after children or previously looked after children and 11% of the pupils had 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, three 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.*  *Internal tracking reflected the support given via Switch on Reading, daily readers and daily catch up phonics to develop attainment in reading.*  ***End of 2022- 2023 academic year data for pupils eligible for pupil premium funding***   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ***Yr Group*** | ***Reading*** | | | ***Writing*** | | | ***Maths*** | | | |  | ***Below*** | ***At*** | ***Above*** | ***Below*** | ***At*** | ***Above*** | ***Below*** | ***At*** | ***Above*** | | ***Yr1(5)*** | *60%* | *20%* | *20%* | *40%* | *60%* |  | *60%* | *40%* |  | | ***Yr2(9)*** | *55.6%* | *22.2%* | *22.2%* | *55.6%* | *44.4%* |  | *55.6%* | *22.2%* | *22.2%* | | ***Yr3(3)*** | *66.7%* | *33.3%* |  | *100%* |  |  | *66.7%* | *33.3%* |  | | ***Yr4(5)*** | *40%* | *40%* | *20%* | *80%* | *20%* |  | *60%* | *20%* | *20%* |   *In the EYFS 2022/23 by the beginning of the spring term, there were 0 pupils eligible to PP funding.*  ***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.*  *No external tutoring was used in 2022-23*  *We purchased no Chromebooks using pupil premium funding in 2022-23. There were no new Pupil Premium pupils in reception and all other pupils had access to a previously purchased Chromebook.*  *Pupil Premium funding was used to fund educational visits and after school clubs for all 28 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 8 pupils eligible for pupil premium funding accessed HOPE.* |

## 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)

|  |
| --- |
|  |