

# Spring Hill Community Primary Pupil Premium Strategy Statement 2021-2022

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	Spring Hill C P School
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	95 (24%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Mrs H Kershaw
Pupil premium lead	Mrs S Robinson
Governor / Trustee lead	Mr A Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,120.00
Recovery premium funding allocation this academic year	£13,775.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£143,895.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Spring Hill Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils. A key objective for the use of the pupil premium grant, combined with catch up funding, is to close attainment gaps for all eligible pupils.

Research conducted by the Education Endowment Foundation (EEF), alongside the context of the school and the challenges faced by pupils, both academic and non-academic, have been considered prior to making decisions about how best to use the pupil premium funding. The deprivation indices show that the school is in quintile 4 (more deprived) of all schools, as is the pupil base.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. There may well be challenges faced with pupils who are not classed as disadvantaged. Pupils will benefit from high-quality teaching, which will ultimately help raise standards for all pupils.

Our ultimate objectives for our disadvantaged pupils are to:

- remove barriers to learning for disadvantaged pupils.
- narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that it is in line with local and national data.
- provide pupils with the tools to further develop and enhance their social and emotional well-being and resilience.

Our current pupil premium strategy plan works towards achieving the objectives above by:

- identifying the pupils who will benefit from Pupil Premium funding and putting in place the strategies / interventions that will address any gaps in learning.
- ensuring pupils have targeted support through the National Tutoring Programme, particularly the pupils whose education has been affected the most.
- providing opportunities for pupils to access and participate in extra-curricular enrichment activities.
- ensuring staff have access to high quality CPD in order to provide effective quality first teaching.
- deploying the learning mentors employed by the school to support vulnerable children and families with their social, emotional well-being and attendance and punctuality levels.

The key principles of our strategy plan are that we:

- ensure teaching and learning opportunities meet the needs of all pupils.
- provide appropriate provision for pupils who belong to vulnerable groups, making sure that their needs are being met effectively.
- consider that not all pupils who are in receipt of free school meals or pupil premium funding are socially disadvantaged but that there may well be pupils who are not eligible for free school meals / pupil premium funding that are socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication – the majority of children enter the Early Years Foundation Stage working below the typical level of development for their age in the aspect of Communication, Language and Understanding.
2	Attainment and progress in reading, writing and mathematics – internal assessment data in July 2021 identified that the gap between disadvantaged and non-disadvantaged pupils has widened, particularly following the partial school closures, and in comparison to July 2019 figures (the last full academic year prior to the COVID-19 pandemic).
3	Phonics - assessments, observations and discussions with pupils and teachers identified that the gap between disadvantaged and non-disadvantaged pupils has widened in phonics.
4	Social, emotional and mental well-being - ongoing assessments, observations, discussions with staff and parents indicate an increase in support for children’s social and emotional needs.
5	Attendance and punctuality, including support for families – attendance and punctuality data indicates that rates of attendance and punctuality among disadvantaged pupils have, on average, been lower than for 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
Improved oral language skills and vocabulary among disadvantaged pupils in the Early Years Foundation Stage (EYFS).	Assessments and observations indicate a significant improvement by the end of EYFS.
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS2 reading, writing and mathematics outcomes are in line with, or above, the national average.

Improved reading, writing and mathematics progress among disadvantaged pupils.	KS2 progress scores are in line, or above, the national average in reading, writing and mathematics.
Improved phonics screening check scores among disadvantaged pupils.	Phonics scores following the Phonics Screening Check and the Re-Check are in line, or above, the national average.
To achieve and sustain improved well-being for all pupils in our school, particularly for disadvantaged pupils.	<p>Sustained high levels of well-being are demonstrated by:</p> <ul style="list-style-type: none"> <li>• data from discussions with pupil and parents and observations from staff.</li> <li>• reduction in behaviour incidents logged on CPOMS and fewer entries in the consequence books.</li> <li>• increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly for disadvantaged pupils.	Attendance of disadvantaged pupils increases to at least 96%. Punctuality rates improve for disadvantaged pupils.

## 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: £54,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI) – training for for EYFS teachers and TAs.	Baseline assessments show that this is an area that needs additional input, as the majority of children enter EYFS working below a typical level of development for their age. The NELI programme has been proven to have high impact on children’s early language skills (endorsed by the Education Endowment Foundation).	1
Talk Program – training for all year group teachers. Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases (work carried out with each year group).	Accessing the year-long Talk Program course will continue to improve the quality of teaching and learning in reading and writing in all year groups. Embedding the work carried out on the teaching sequence model will continue to improve the quality of teaching and learning in reading and writing in the remaining year groups. Education Endowment Foundation Toolkit – High Quality Teaching.	2
Read Write Inc – training for all staff - Teachers TAs, and HLTAs. This will help to secure stronger phonics teaching for all pupils.	Updating the phonics programme to ensure there is fidelity and a consistent approach will have a positive impact on children’s accuracy of work reading, particularly for the disadvantaged group of pupils. Education Endowment Foundation Toolkit – Phonics.	3
Well-being and Mental Health training, including additional input for the learning mental health worker will continue to support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	4, 5

and develop social and emotional well-being. Input from acting SENDCo for identified children throughout school.	Education Endowment Foundation Toolkit – Social and Emotional Learning.	
High quality staff CPD throughout the year (staff meetings, courses, twilight and INSET sessions).	Opportunities to develop staff professionally will continue to impact positively upon pupils outcomes. Education Endowment Foundation Guidance – Effective Professional Development.	1, 2, 3, 4, 5

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff (TAs and HLTAs) to target specific interventions.	The need to target specific gaps in knowledge and understanding in learning, by the teaching assistants that work most closely with the children identified, should be an effective way in which to support pupils. Education Endowment Foundation Guidance – Making Best Use of Teaching Assistants.	1, 2, 3, 4
Engaging with the National Tutoring Programme to provide school-led tutoring to the disadvantaged group of pupils and pupils for whom education has been	School-Led Tutoring (part of the National Tutoring Programme) – research carried out by the Education Endowment Foundation (EEF) and National Foundation for Educational Research (NFER) found that learning has been affected by school closures (EEF, 2021). There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.	2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	3

who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Education Endowment Foundation Toolkit – Phonics.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor sessions and mental health worker / counsellor planned for identified children to support with their social, emotional and mental well-being needs.	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment.</p> <p>Interventions in education are shown to improve these skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p>Quotes above taken directly from: Education Endowment Foundation Guidance – Social and Emotional Learning (SEL).</p>	4, 5
Access to breakfast	Providing daily breakfast at the start of each day will support identified children with regular punctual attendance. This should impact upon their attendance and punctuality record and readiness to learn at the start of each day.	5
Learning mentor sessions planned for identified children to support with their social, emotional and	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of</p>	4, 5

<p>mental well-being needs. Weekly access to counselling sessions with an internal school counsellor.</p>	<p>outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment. Interventions in education are shown to improve these skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” Quotes above taken directly from: Education Endowment Foundation Guidance – Social and Emotional Learning (SEL).</p>	
<p>Subsidies for school visits.</p>	<p>To help support and facilitate school visits for all pupils to enhance their learning.</p>	

**Total budgeted cost: £ 23,326**

## 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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
N/A	

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*