

Pupil premium strategy statement – Spring Hill Community Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	113
1	2024-2027
Date this statement was published	2024
Date on which it will be reviewed	2025
Statement authorised by	Governors and Headteacher
Pupil premium lead	Tara Warbrick and Laura Wilson
Governor / Trustee lead	Sue Penman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£171,520

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve or surpass their potential 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for development in:

- digital literacy; equipping our pupils with the knowledge, skills and tools to thrive in an ever-changing world.
- excellence in phonics; Pupils have solid foundation for early reading and writing from which to build and access all parts of the curriculum.
- Personal development; to ensure that the wellbeing offer available to our children continues to be ambitious and rigorous. To ensure that focus on positive mental health has an overarching and significant impact on development in all aspects of school life: academic, emotional, social, moral, spiritual, cultural.
- To ensure that our curriculum provides first hand learning experiences so that children from disadvantaged backgrounds can enjoy a curriculum that inspires awe, wonder and memorable experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Regularly monitor, review/evaluate progress and outcomes for disadvantaged pupils and implement action plans as needed.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that social, emotional, mental health is a barrier to learning. Evaluation of evidence has found that pupils' behaviour for learning, self-regulation and resilience is impacting on pupil achievement in areas of the curriculum. School would therefore consider Support for Emotional Health and Wellbeing as a key priority. Analysis of pupil data and categories of need indicate that many children had access to and benefitted from the pastoral team and mountain rescue. Parent feedback also supported this. School would consider this to be an on-going target.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and writing than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions have identified lack of cultural capital is higher than for those from disadvantaged background. On discussion with families, school found that there was a lack of home support, fewer opportunities for enrichment and inconsistent home routines. Children from disadvantaged backgrounds also presented with lower intrinsic motivation and personal drive for resilience and ambition with learning. School would consider providing awe, wonder and memorable moments within the school day as a key factor in motivating, encouraging and building positive relationships with disadvantaged pupils. The school vision is to love learning and inspire each other to thrive in the world. School would consider first-hand learning experiences for pupils from disadvantaged backgrounds to be key in working towards achieving the school vision.
4	Assessments, observations, pupil voice data, parent feedback, evaluation of PSHE lessons have all indicated that pupils are exposed to high levels of technology outside of school. Our aim is to provide a curriculum that encourages shared accountability towards learning and outcomes. For pupils to be invested in their own learning journey as active and motivated learners who have a sense of where their journey is going. We want our children to understand how to deal with their emotions, to understand how to stay safe online – this includes looking after their mental health. We want our children to grow up with a healthy body image and an understanding of the dignity of the human person. School would consider a digital strategy which encompasses digital literacy, growth in personal development and enhancement of 5 substantive and disciplinary knowledge of technology to be a key priority.
5	Our attendance data over the indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that a greater percentage of disadvantaged pupils meet the expected standard as compared to 2023 – 2024.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Disadvantaged pupils make expected and/or better progress from their starting points in Reading, Writing and Maths.	<p>All staff to be trained in the Talk For Writing approach.</p> <ul style="list-style-type: none"> • Teaching Live with Pie Corbett. <p>Whole Class Reading training for all staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of Maths No Problem from EYFS to Year 6. <input type="checkbox"/> Implementation of formative and summative assessment policy. <input type="checkbox"/> Implementation of Teaching and Learning principles. <input type="checkbox"/> Implementation of actions identified individual pupils' School Support Plans. <input type="checkbox"/> Support and interventions for identified pupils. <input type="checkbox"/> Implementation of Relationship Policy. Termly pupil progress meetings. <input type="checkbox"/> Regular update to parents to update on attainment and progress. <input type="checkbox"/> Termly assessments.
Increased access to enrichment activities leading to greater motivation and lifelong love for learning.	Children are active, invested learners in their own learning journey. Pupil voice demonstrates that children enjoy their learning. Children have memorable experiences. Children can recall learning experiences. Children can call upon prior knowledge.

Improved digital literacy skills and knowledge among disadvantaged pupils.	Assessments and observations indicate significantly improved digital literacy among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children know how to maximise digital applications to achieve the best in their learning. Children are responsible citizens and know how to stay safe online.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 to at least 95% for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £171,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the quality of teaching and learning.</p> <p>Bought in support from a T and L consultant and virtual consultancy for formative assessment.</p>	<p>Support for staff from someone with teaching experience now serving as a consultant has proven to have a positive impact. Their focus is on training and supporting members of the educational community in pedagogical practice, classroom policies and student achievement.</p> <p>Supporting teachers with planning, delivery, classroom organisation to enhance Quality First Teaching. Formative assessment encapsulates what is most important in education: empowering children to become confident learners who know how to learn. Through virtual consultancy, principles of formative assessment and encouraging teachers to experiment with ways in which they might be applied will be developed.</p>	1, 2 and 3

<p>Improve the quality of English Teaching and Learning Whole Class Reading – Reading Explorers – John Murray – Teaching materials and training for staff.</p>	<p>John Murray is a recognised specialist in developing children’s reading and comprehension. The training focuses on how to develop and embed core reading skills to improve and secure your learners’ progress in reading. Through the training, participants will gain an understanding of what the barriers to comprehension are and how they can be overcome using a structured approach that can be adopted as a whole school. The course will consider the content and structure of Guided Reading using a layered approach so that specific reading skills can be taught explicitly and with different readers in mind.</p> <p>https://educationendowmentfoundation.org.uk/news/primary-pupils-reading-skills-boosted-by-programme-which-gets-them-to-question-texts</p>	<p>2 and 3</p>
<p>Improve the quality of English Teaching and Learning</p> <p>Purchase of Talk for Writing/Teaching Live programme and training for staff</p>	<p>Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Research found that “School staff reported that the project had a positive impact on pupils’ writing skills and improved their confidence with teaching writing”.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	<p>2</p>
<p>Purchase of standardised diagnostic assessments (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administer correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases</p>	<p>2</p>

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

Budgeted cost: £171,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Strategy Moving towards a technology driven curriculum – utilising the opportunities technology gives us	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Using Digital Technology to Improve Learning Report 2021	4
Subscription to a DfE validated Systematic Synthetic Phonics program me 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 particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Assistant teacher to support at lunchtime in the nurture room	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Musical instrument lessons	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

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

Budgeted cost: £171,520

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Breakfast club to enable a soft landing into school for targeted children	Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.	1
Playground redevelopment	https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning	3
Sensory Room	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Expanded extracurricular offering/enrichment Employment of Sports Coach- and development of team sports at Spring Hill	Active pupils and improved attitudes to learning and wellbeing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3
Behaviour Quality Mark Behaviour Consultant from Lancashire Staff member on NPQ Behaviour	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1
Classroom redesign and decoration Cosmetic alteration of school to support a calming nurturing environment	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-visible-classroom	1

Total budgeted cost: £171,520

Part B: Review of the previous academic year and Previous Strategy

Outcomes for disadvantaged pupils

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, where pupils have the communication and language skills that will enable them to access the KS1 curriculum. The number of children achieving GLD is in line with, or above, the national average for disadvantaged pupils.	
Review		
July 2023 - 66% of disadvantaged children who participated in the NELI programme made good progress from their starting points. Although, they did not achieve GLD, many of them came in with little or no English and made improvements in their confidence and spoken language. To support children’s language development, there will be a whole school focus on Oracy from January 23 and focus on vocabulary. In addition to this, continuous provision has been implemented in Year 1 to close gaps from the EYFS.		
July 2024- 81% of EYFS children made above expected progress in speaking and 15% made expected progress. We have continued to implement continuous provision in Year 1 and we have been using Wellcomm with all EYFS children moving forward.		
Intended outcome	Success criteria	
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS2 reading, writing and mathematics outcomes are in line with, or above, the national average for disadvantaged pupils.	
Review		
Outcomes were below national average for disadvantaged pupils.		
	School	National Disadv
Reading	51%	62%
Writing	31%	55%
Maths	31%	56%
Combined	25%	N/A
In addition to the impact of Covid, there have been significant changes in leadership up to the period of July 2021, when a substantive Headteacher was appointed following 2 years of disruption. The majority of teaching staff had not had any recent training and there was no consistency in the teaching of Reading, Writing and Maths. Prior attainment for this cohort was below national in all three subjects. These factors have contributed to disadvantaged pupils achieving results significantly below the national average.		

However, since the appointment of a substantive leadership team, significant training has been put in place to support the teaching of Reading, Writing and Maths as well as specific training for EAL pupils. Support staff have also received significant training around their role and how to support children in and out of the classroom. We are beginning to see the impact of this and predictions for end of KS2 2023 are significantly higher and closer to the national average.

Intended outcome	Success criteria
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 for disadvantaged pupils.

Review:

There is currently no official data with regards to progress measures for disadvantaged pupils. The following table shows the percentage of pupils who have made expected or better than expected progress using KS1 data as a basis:

July 2023-

	Expected / Better than expected	Better than expected
Reading	87%	13%
Writing	87%	19%
Maths	87%	6%

13% of disadvantaged pupils were new arrivals and there is no KS1 data available for these children.

Overall progress measures for the school are as follows:

Reading: Significantly above national

Writing: In line with national

Maths: In line with national

July 2024 – KS1 END OF YEAR Assessment

	Expected / Better than expected	Better than expected
Reading	68%	0%
Writing	53%	0%
Maths	67%	0%

16 of 60 pupils are pupil premium – More children made better and expected progress at KS1

	Expected / Better than expected	Better than expected
Reading	75%	6%
Writing	69%	0%
Maths	75%	0%

Intended outcome	Success criteria
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 for disadvantaged pupils.

Review	
<p>JULY 2023 -</p> <p>69% of disadvantaged pupils passed the Year 1 Phonics screening check compared with the national average of 62%.</p> <p>The introduction of Read, Write, Inc; a strong focus on training for all staff and regular assessment and 1:1 tuition has positively impacted on phonics results. The children who did not pass, had very poor attendance or special educational needs.</p> <p>38% of Year 2 pupils passed the phonics Re-check. The 5 pupils who did not pass either had very poor attendance, were vulnerable or had speech and language needs.</p> <p>JULY 2024-</p> <p>65% percent of pupils passed the phonics screening assessment in 23/24 and 78% of pupil premium children passed.</p> <p>Despite a high turnover of staff, we have had high expectations of phonics and with a consistent approach and regular training we have maintained outcomes.</p>	
Intended outcome	Success criteria
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> <p>data from discussions with pupil and parents and observations from staff.</p> <p>reduction in behaviour incidents logged on CPOMS and fewer entries in the consequence books.</p> <p>increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Review	
<p>2023-</p> <p>A review of the staffing structure has led to the formation of a Pastoral Team consisting of 2 Family Support Workers, 2 Learning Mentors, 1 Family Liaison Officer and 1 Attendance Officer, who have been in post since April 21. Members of the team have received training to help them fulfil their roles. Statistically, the number of children causing concern has increased from September 21 to August 21. This is largely due to the introduction of CPOMs and an expectation of staff to report all incidents and concerns. In addition to this, the format of Pupil Progress Meetings has been refined further, with teachers identifying children whom they believe to require additional pastoral support. This has resulted in measures being put in place to support these children through nurture groups, social stories, early help support for families, etc. Discussions with staff members indicate that children have benefitted from the support that they have received, and the children have made progress in terms of their well-being and readiness to learn. Thrive has been introduced and we now have a fully-trained practitioner. Going forward, this will enable us to measure well-being across the school and the impact of this.</p>	

<p>2024 -</p> <p>We have had major reforms to our behaviour and staff policies this academic year to support the wellbeing of our children.</p> <p>We have completely stripped back our classrooms to be less stimulating and distracting. The classrooms now display picture frames where the children choose to show something they are proud. The classrooms all have soft lighting, and we have 3 regular brain breaks a day in every classroom and each room has a mindful basket of fidget toys and calming resources.</p> <p>We have seen a significant improvement in children's wellbeing and behaviour for learning- This has been noted by our school advisors and teaching staff.</p> <p>We continue to be a thrive school and use interventions to support children that require a high level of support. We track the progress of individual pupils. All children made progress last year from their starting points.</p>	
Intended outcome	Success criteria
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.
Review	
<p>July 2023 - 33% of disadvantage pupils had 96% attendance during the academic year 2021/22. This is well below the national average. The Attendance Officer has been receiving on-going training to fulfil her role and is working with pupils and families to improve attendance, particularly those with persistent absence.</p> <p>July 2024 – 2023/2024 Attendance has dropped to 91.8%. This was well below national average of 94.5%. We appointed two attendance officers last year as our first attendance officer left after around 3 months.</p> <p>The Attendance officer was in post from April 2024 and has had significant impact since.</p>	

<p>Outcomes of this plan will be reviewed yearly</p> <p>Next review is scheduled for November 2025</p> <p>Further Information</p> <p>Pupil Premium children will be discussed first at regular progress review meetings, highlighting the need to ensure that our most vulnerable are being catered for. Staff will attend CPD at how best to support the learning of pupils with aims to close the gap.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
My Happy Mind	myHappymind
Maths No Problem	Maths — No Problem!
Emile	Emile - Education
John Murray Guided Reading	John Murray CPD

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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