

Spring Hill Community Primary Pupil Premium Strategy Statement 2021 - 24

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 | 380 |
| Proportion (%) of pupil premium eligible pupils | 109 (28%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | Autumn 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Mrs H Kershaw |
| Pupil premium lead | Mrs R Ahmed |
| Governor / Trustee lead | Mr A Johnson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £127,420 |
| Recovery premium funding allocation this academic year | £13,775 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £141,195 |

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. Oracy and vocabulary is weak across the school. |
| 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 all year groups. | 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 curriculum. The number of children achieving GLD is in line with, or above, the national average for disadvantaged pupils. |
| 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. |
| 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. |
| 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. |

| | |
|--|---|
| <p>To achieve and sustain improved well-being for all pupils in our school, particularly for disadvantaged pupils.</p> | <p>Sustained high levels of well-being are demonstrated by:</p> <ul style="list-style-type: none"> • data from discussions with pupil and parents and observations from staff. • reduction in behaviour incidents logged on CPOMS and fewer entries in the consequence books. • increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| <p>To achieve and sustain improved attendance and punctuality for all pupils, particularly for disadvantaged pupils.</p> | <p>Attendance of disadvantaged pupils increases to at least 96%. Punctuality rates improve for disadvantaged pupils.</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: £45,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>EYFS Consultant to support the development of Continuous Provision and the role of adults in the Early Years and Year 1 to ensure the development of literacy skills, a high-quality curriculum in the EYFS and pedagogy</p> | <p>A high-quality early year’s education is vitally important. Children attend early years provision at a crucial developmental point in their lives. The education and care that they receive affects not only future educational attainment but also their future health and happiness. (Ofsted Research Review for Early Years)</p> <p>It is well established that high quality early years provision plays an important role in a child’s educational and socioemotional development, particularly for children from disadvantaged backgrounds where it can reduce educational inequalities. (Education Endowment Foundation Summary - Assessing the impact of the COVID-19 pandemic on pupil outcomes in Reception)</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. (Education Endowment Foundation – Preparing for Literacy)</p> | <p>1, 2, 3, 4</p> |
| <p>Prioritise the development of Oracy across the school – Training of the Oracy lead through Voice 21. Staff training on the development of Oracy and vocabulary development</p> | <p>In school, oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all pupils, not just some, to find their voice to succeed in school and life. (Voice 21)</p> | <p>1, 2</p> |
| <p>Talk Program – training for teachers who are new to school or have returned following an absence.</p> | <p>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</p> | <p>2</p> |

| | | |
|--|---|---|
| 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). | improve the quality of teaching and learning in reading and writing in the remaining year groups. (Education Endowment Foundation Toolkit – High Quality Teaching) | |
| Development of English leads through consultancy support 6 staff meetings on the teaching of writing provided by English Consultant to ensure high quality teaching of writing with a particular focus on the modelling and scaffolding of writing. | Developing the role of subject leaders will ensure that they are able to monitor the subject effectively and support teachers with their own practice. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (Education Endowment Foundation Toolkit – High Quality Teaching) | 2 |
| Mastering Number Intervention training in Key Stage 2 Year 3 teachers and KS2 TAs to receive training in the delivery of Mastering Number to ensure that children secure firm foundations in the development of good number sense which were not achieved at the end of KS1. Trained TAs to deliver daily intervention to small groups | Children who develop fluency in calculation and a confidence and flexibility with number are supported to succeed in the future. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. (NCETM) | 2 |
| Maths Mastery training - Develop teachers’ pedagogical content knowledge through training from the Maths Hub and Maths Consultant, who will also support Maths Leaders in developing the teaching of mathematics across school. Teachers to implement Same Day Interventions to be delivered by both TAs and teachers | Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems. (NCETM) | 2 |
| Appoint Curriculum & Pedagogy Lead to improve | The explicit teaching of cognitive and metacognitive strategies is integral to high- | 2 |

| | | |
|--|--|---------------|
| <p>the quality of teaching through: Regular staff meetings focused on approaches that ensure long-term retention of knowledge, collaborative and metacognitive strategies. Developing the curriculum that is clearly sequenced and builds on prior knowledge. Team teaching using a coaching approach (i.e. Leverage Leadership)</p> | <p>quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. (Education Endowment Foundation Toolkit – High Quality Teaching)</p> | |
| <p>Read Write Inc – ongoing training for all staff delivering the programme and those new to the school. This will help to secure stronger phonics teaching for all pupils.</p> | <p>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.</p> | 3 |
| <p>Well-being and Mental Health training, including additional input for the learning mental health worker will continue to support and develop social and emotional well-being. Input from acting Whole school Thrive and Trauma and Attachment training SENDCo for identified children throughout school.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Education Endowment Foundation Toolkit – Social and Emotional Learning.</p> | 4, 5 |
| <p>High quality staff CPD throughout the year (staff meetings, courses, twilight and INSET sessions, coaching), with a specific focus on pedagogy in relation to long term memory and developing pedagogical content knowledge for History, Maths, Science and English.</p> | <p>Opportunities to develop staff professionally will continue to impact positively upon pupils’ outcomes. Education Endowment Foundation Guidance – Effective Professional Development.</p> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £49, 536

| 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 who have been particularly effected by school closures. | 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 who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Education Endowment Foundation Toolkit – Phonics. | 3 |

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

Budgeted cost: £51, 562

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 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 mental well-being needs. | “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: | 4, 5 |

| | | |
|--|--|-------------|
| <p>Weekly access to counselling sessions with an internal school counsellor.</p> | <p>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> | <p>2, 4</p> |
| <p>Attendance Officer to work with children and families to improve overall absence and persistent absence rates</p> | <p>Life chances for children are lowered proportionately to their attendance, irrespective of gender, race, disability or poverty. (Department for Education - The link between absence and attainment at KS2 and KS4)</p> | <p>5</p> |

Total budgeted cost: £145, 248

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.

| Intended outcome | Success criteria | |
|---|--|-----------------|
| Improved oral language skills and vocabulary among disadvantaged pupils in the Early Years Foundation Stage (EYFS). | <p>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.</p> <p>The number of children achieving GLD is in line with, or above, the national average for disadvantaged pupils.</p> | |
| Review | | |
| <p>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.</p> | | |
| 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 |
| <p>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.</p> <p>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.</p> | | |
| 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:

| | 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

| 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

69% of disadvantaged pupils passed the Year 1 Phonics screening check compared with the national average of 62%.

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.

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.

| 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> <ul style="list-style-type: none"> • data from discussions with pupil and parents and observations from staff. • reduction in behaviour incidents logged on CPOMS and fewer entries in the consequence books. • increase in participation in enrichment activities, particularly among disadvantaged pupils. |

| Review | |
|--|---|
| <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> | |
| 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>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> | |

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.