

Springhill Academy



SPRINGHILL
ACADEMY

Pupil Premium Grant Allocation Statement September 2020-August 2021

Date Completed: September 2020

Review Date: August 2021

Context of School

Springhill Primary Academy is a one form entry school in Burntwood, Staffordshire. We have a Nursery and provide extended provision from 07:30am to 6:00pm each day.

We have high aspirations and ambitions for our children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be low aspirations. We are determined to create a climate that does not limit a child's potential in any way.

Our school motto '*Reach High – Learn Together*' reflects our high expectations of the whole school community.

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

In addition to this, we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in all children
- there are no excuses made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children developing 'growth' mind-sets towards learning

Analysing Data

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- we use research to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- all teaching staff and support staff are involved in analysis of data and identification of pupils.
- all staff are aware of who pupil premium and vulnerable children are
- all pupil premium children benefit from the funding, not just those who are underperforming.
- underachievement at all levels is targeted (not just lower attaining pupils)
- children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

We are determined to ensure that the percentage of children working at age related expectations and above increases, in particular for the percentage of children at greater depth in KS1 and reaching a higher standard in KS2.

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive quality first teaching. Teachers, staff and SLT will:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g. feedback and guided reading
- share good practice within school and draw on internal and external expertise
- provide high quality CPD
- improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to “catch up” through;

- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)
- extended learning out of school hours
 - early mornings and after school provision
 - Easter holidays

Individualising support

We will ensure that the additional support we provide is effective by;

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- using LSA's in specific trained areas to provide high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing extensive support for parents
 - to develop their own skills
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- tailoring interventions to the needs of the child (E.g. targeted reading sessions in the afternoon)
- recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that all children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children (Targeted Interventions).

Funding Priorities

This year our aims are to:

- further embed exceptional teaching and learning across the school
- provide a wide and varied daily diet of enrichment activity at the heart of the curriculum
- provide emotional wellbeing support to all children
- provide emotional wellbeing support to all parents / families
- to improve attendance for all key groups

School's Evaluation of Own Performance

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff – particularly the behaviour Support Manager, attend and contribute to pupil progress meetings each term and the identification of children is reviewed

- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Two designated members of SLT maintain an overview of pupil premium spending

We will use our ASP as well as whole school data to evaluate impact in terms of attainment and progress.

PUPIL PREMIUM STATEMENT
Springhill Primary Academy

PUPIL PREMIUM FUNDING:

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

The school has a responsibility to publish information on their website about how this funding has been spent.

Measuring Impact

In order to effectively measure the impact of Pupil Premium Funding at Springhill Primary Academy, there are a number of analyses completed. We monitor the impact of support by analysing attainment and progress of Pupil Premium pupils and comparing them to other pupil groups to see if differences in attainment and progress are minimised. In addition, we also measure improvements in participation in activities and clubs, attendance, confidence, behaviour and reductions in exclusions.

Pupil Premium Strategy Review

An interim review date is set for January 2020.

Pupil Premium expenditure 2020/ 2021

Total number of pupils on roll (R-Y6)	151
Total number of pupils eligible for PPG + additional LAC PP	62
Amount of PPG received per pupil (£1620 for service child)	£1345
Total amount of PPG allocated for 2020/2021	£83,390

Our allocation for 2020/21 is £83,390 which will be used to support children based on the identified needs of this group of learners.

Focus on Learning in the curriculum	40.4%
Focus on social, emotional and behavioural support for pupils and families	58.2%
Focus on enrichment beyond the curriculum	1.3%

Rag Rating Impact Code

Significant impact	Impact	Limited impact	No impact
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Pupil Premium – planned expenditure 2020/ 2021					
	Item	Objective	January review		End of academic year
Focus on Learning in the curriculum (40.4%)	Learning Support Assistants £29,400	<p>Learning support assistant are deployed across school with particular foci for raising standards by delivering high quality interventions.</p> <p>To close the gap in pupils’ attainment between disadvantaged and their peers within school.</p> <p>Children will have well timed and structured interventions outside of their wave one, quality first teaching.</p>	<p>Learning support assistants made a good impact on closing the gap between PP pupils and their peers. Upon returning to school in September PP % attainment at ARE or above was: Reading = 26.8% Writing = 25% Maths = 23.2%</p> <p>At the end of Autumn term, these had increased to: Reading: 43.1% (+16.3%) Writing: 39.2% (+14.2%) Maths: 40% (+16.8%)</p> <p>Since the start of Jan school closure, learning support assistants have played a vital role in continuing the education of some of our most vulnerable pupils. They have supported groups in school, led 1:1 phonics sessions, 1:1 reading from home and facilitated remote learning when supporting the teacher.</p>		
	MFL -French programme £450	To widen children’s understanding of the world. Linked to our curriculum, this will broaden opportunities and engage children in their learning in a new and exciting way.	All units of work are in place and embedded for Years 3-6. Spring term has focused on core subjects and key skills and therefore will need revisiting before the Summer term to build up engagement for this once more.		
	Concentric Curriculum -	Ensure increased rates of progress, improved	The children continue to be engaged by our mini-		

	<p>resources, including grammar for writing and spelling. £2000</p>	<p>outcomes and an enjoyment in learning for pupils in receipt of PPG.</p> <p>Update units of learning, resources and schemes of work to ensure the curriculum is fit for purpose, engaging and continues to be a strength of our school for those children who need it most.</p>	<p>mission curriculum. During the lockdown in Spring 1, we have continued to deliver this curriculum to encourage engagement in learning even when at home.</p> <p>At the end of Spring term PP children in school totalled 57. Of these, 25 (43.9%) remained in school in either the keyworker or vulnerable category groups. 29 (51%) were educated at home and supported by teachers and teaching assistants providing small groups, interventions or 1:1 provision. All of these children remained engaged in the learning and online provision of their curriculum.</p>			
	<p>To enhance the provision of book based units in Guided Reading. To engage children in wider reading through additional texts in class and school libraries. £650</p>	<p>For those children who have lower starting books, we will have a range of texts that will engage them in reading, offer them a variety of texts to enjoy at home and enhance their reading opportunities.</p> <p>To ensure a robust reading model is in place to raise standards and the proportion of pupils are meeting ARE and GD across school.</p> <p>To engage pupils in a love of reading and encourage children to read a range of texts.</p> <p>Add a greater range of texts to our school and class libraries over time.</p>	<p>Autumn term reading impact: Baseline: 33.3% ARE+ Aut End: 50.4%</p> <p>We will continue to develop our guided reading programme to suit the needs of the pupils.</p> <p>Following lockdown reopening, we will undertake a full assessment of the children's gaps in learning and their progress to ensure we facilitate their catch up programme adequately.</p>			
	<p>Exercise books/ resources/ homework books to support</p>	<p>Children in receipt of PPG will have resources available to the throughout the year to</p>	<p>Throughout Autumn term, we utilised Seesaw to help parents' access homeworks more easily.</p>			

	home learning. £1240	aid their learning at home.	During Spring term, Seesaw was used as our main portal for remote learning. At all times, we ensured that we had additional resources to help support those families who may need it with additional resources, books, pencils, textbooks to ensure children's education wasn't interrupted.		
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<p style="text-align: center;">Focus on social, emotional and behavioural support for pupils and families (58.2%)</p>	Pastoral Support £16,600	<p>Focused support for to help overcome barriers to attendance and barriers to the children's learning.</p> <p>Providing additional support for children with a range of needs – emotional, social, behavioural, attendance & punctuality.</p>	<p>Since Sept to Jan our pastoral support team have supported families and children in a variety of ways.</p> <p>To date: 82 children (54.3% of our school population) equalling 51 families have been helped in some capacity.</p> <p>Main areas of need have been attendance, emotional support, accessing external support, accessing food and other services, counselling and general welfare check ins.</p> <p>All of these tools enable our children to come to school and feel safe and listened to.</p>		
	Breakfast Club £12,000	<p>Employ staff to run our breakfast club which will then offer free places to PP children in order to improve attendance and punctuality.</p> <p>To give disadvantaged children the ideal start to the day with a healthy breakfast, a calm start to school and encourage punctuality and attendance.</p>	<p>Due to the restrictions in bubbles and safety measures, lots of parents who would normally access this service were put off and chose not to do so.</p> <p>Moving forwards this service will remain in place and we encourage those families who need it to do so.</p>		
	Behaviour Support £20,000	Behaviour Support to deliver nurture interventions to engage	Autumn term saw a return to school under different measures and therefore		

		<p>children with social and emotional needs.</p>	<p>behaviour was managed differently. Teachers fed back any patterns of behaviour they could see for this to be picked up by the behaviour support.</p> <p>Nurture/ interventions/ pastoral groups were only done in exceptional circumstances to avoid cross-transmission and risking greater numbers of pupils.</p>			
<p>Focus on enrichment beyond the curriculum (1.3%)</p>	<p>Supporting the cost of educational visits and visitors linking learning opportunities and making learning more meaningful. £1,050</p>	<p>Contribution towards educational visits and/ or school visits depending on the situation around Covid-19 to make educational visits more accessible for children in receipt of PPG.</p> <p>This will extend and enrich learning and provide real life experiences that are memorable.</p>	<p>We hope to offer educational opportunities within school during the 2020-2021 academic year.</p> <p>Trust guidance is that no educational trips will take place this year and therefore we will look at adding wider opportunities to mini missions in school.</p>			