



Pupil premium strategy statement

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	Springhill Primary Academy
Number of pupils in school	150 (2020-21)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October
Date on which it will be reviewed	January 2022
Statement authorised by	Nikita Silvester-Grant, Headteacher
Pupil premium lead	Nikita Silvester-Grant, Headteacher
Governor / Trustee lead	Hannah Storrie, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£8,410
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	£110,896 (£25,821 from school budget)

Pupil premium strategy plan

Statement of intent

At Springhill Primary Academy, our aim is that all children regardless of their background, ability or experiences, make good progress from their relevant starting points and achieve high attainment across all areas of learning. The focus of our pupil premium strategy is to ensure that all disadvantaged pupils achieve well and where they are higher achievers, they make better than expected progress. The progress and attainment gaps between them and their non-disadvantaged peers will be diminished.

We have analysed the challenges faced by vulnerable pupils and what their experiences sometimes look like. Evidence demonstrates that disadvantaged pupils are more likely to underachieve due to many factors. These barriers may be:

- Poor parental engagement due to many factors – poor historical schooling experiences, lower levels of literacy, language and number skills, poor mental health.
- Limited language and communication skills built at an early age and also within families.
- Lack of educational resources in the home environment and poor technological access.
- Poor school attendance and negative view of schooling
- Complex family situations which create external pressures and stresses on family life and the children involved.
- Social, emotional, and mental health difficulties in children.
- More frequent behaviour concerns resulting in time away from teaching.

We are committed to raising the overall attainment of our disadvantaged children and we understand that we must look holistically at the child in order for them to succeed. High-quality teaching is at the forefront of our approach but there are many other areas of support which will ensure that all children, but especially our disadvantaged children, achieve their full potential.

Our approach is based on thorough assessments not assumptions regarding pupils and we adopt a personalised system for each child depending on their abilities and experiences. We recognise that not all disadvantaged children will face certain barriers and may be high-achieving pupils. We ensure that:

- disadvantaged children are supported and challenged equally
- vulnerable children are at the forefront of discussions relating to wellbeing, support and intervention

- a whole-school approach is adopted with regards to understanding the life situations for disadvantaged pupils and that our ethos is one of high expectations for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in learning exist which are as a result of the National Lockdowns and disruption relating to bubble closures and isolation periods for individuals, groups and whole classes.</p> <ul style="list-style-type: none"> • 2020-21 academic year had 152 children affected by absence due to Covid related reasons, all of varied lengths of time from 1 day to 14 days • Bubble closures <ul style="list-style-type: none"> - Yr 1/2 closed by 2 x 14 days (Nov & Dec 2020) - Yr Rec/Y1 closed 1 x 14 days (Nov 2020 due to capacity) - Yr 3 closed 1 x 14 days (Dec 2020) - 14 additional in connected group – closed 1 x 14 days (Nov 2020) • National Lockdown – Jan-Mar 2021
2	<p>Attainment and progress at the end of statutory key stages is below the national average in Reading, Writing and Maths for too many children, including PP pupils.</p>
3	<p>Attendance levels for disadvantaged pupils is not high enough and persistent absence is too high. This continues to be an issue in 2021-22, relating to Covid absences.</p> <p>2020-2021 Attendance - 93.3%</p> <p>2020-2021 PA Attendance – 21.1%</p> <p>2020-2021 PP Attendance – 91.8%</p> <p>2020-2021 PA PP Attendance – 21.5%</p>
4	<p>Children enter Reception with poor communication and language skills.</p> <p>2020-2021 Baseline data:</p> <p>Speaking = 58% ARE</p> <p>Listening & Attention = 25% ARE</p> <p>Understanding = 42% ARE</p> <p>Dis Ad - Speaking = 50% ARE (4)</p> <p>Dis Ad - Listening & Attention = 25% ARE (4)</p>

	Dis Ad - Understanding = 50% ARE (4)
5	<p>Children and/ or parents present with varied and often complex social, emotional and mental health concerns.</p> <p>Parents seek support for various reasons which impact on our pupils if not intervened early enough. This was further exacerbated during the height of the pandemic:</p> <p>Between Sept 20 – Jan 2021, our Family Liaison supported 82 children (and their families) in some capacity equalling 54% of our school cohort.</p>
6	There is a limited amount of enrichment activities for many of our pupils outside of their educational setting.

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
<p>Gaps across school which have been created due to the pandemic are significantly reduced.</p> <p><i>Gaps in learning exist which are as a result of the National Lockdowns and disruption relating to bubble closures and isolation periods for individuals, groups and whole classes.</i></p>	<p>Gaps that have been identified due the pandemic have been closed significantly.</p> <p>Children who fell behind during this period of time have caught up and are at age related expectations.</p> <p>This will be evidenced through children's books, teacher assessment and further end of key stage assessments.</p>
<p>% of key stage statutory assessments are in line or above national averages for ARE.</p> <p><i>Attainment and progress at the end of statutory key stages is below the national average in Reading, Writing and Maths for too many children, including PP pupils.</i></p>	<p>% of key stage statutory assessments are in line or above national averages for ARE.</p> <p>GLD, Yr1 PS, Y2 SATs, Y4 MTC and Y6 SATs are all in line or above national averages.</p> <p>Children who are disadvantaged achieve in line or above their non-disadvantaged peers.</p>
<p>2021-2022 attendance rates finish in line or above national expectations.</p> <p><i>Attendance levels for disadvantaged pupils is not high enough and persistent absence is too high. This continues to be an issue in 2021-22, relating to Covid absences.</i></p>	<p>2021-2022 attendance rates finish in line or above national expectations.</p> <p>Rates of persistence absence are reduced to be in line with or below national average.</p>
<p>Improved communication skills in EYFS.</p>	<p>% of children at ARE for speaking, listening & attention and understanding</p>

<p><i>Children enter Reception with poor communication and language skills</i></p>	<p>will be greatly improved to above national average expectations. Children will have suitable communication skills to aid their transition into Year 1.</p>
<p>Children and their families are supported to access services and/ or provision within school.</p> <p><i>Children and/ or parents present with varied and often complex social, emotional and mental health concerns.</i></p>	<p>Development of our wellbeing strategy and pastoral support plan throughout the year impacts positively on pupils and families. We will be able to see a positive impact upon families and their children within school and there is a reduction in moments of crisis or negative behaviour.</p>
<p>Children receive a wider variety of enrichment opportunities within and outside of school.</p> <p><i>There is a limited amount of enrichment activities for many of our pupils outside of their educational setting.</i></p>	<p>11B411 opportunities are supported and developed. Curriculum offers a wide variety of opportunities to develop children's cultural capital. Staff are trained and the school develops a Forest School on-site.</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: £960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training is updated for all relevant members of staff so that they can deliver the programme with confidence and enthusiasm.	EEF Research – Phonics +5 months impact Training staff to ensure they have the necessary linguistic knowledge and understanding (EEF)	1 2
Development and embedding of a feedback policy which is in line with current educational research.	EEF Research – Feedback +6 months impact Education Endowment Foundation: A review of the evidence on written marking.	1 2
CPD for all teaching staff on, 'Behaviour as Language' and emotional coaching for pupils.	EEF Research – Social & emotional learning +4 months	3 5
The launch of our 'Pupil Wellbeing and Pastoral Care Strategy' for the benefit of all pupils.	EEF Research – Parental Engagement +4 months EEF Research – Social & emotional learning +4 months See linked document - https://6977f36f-0b7b-4821-9af1-f14517c9a2e0.filesusr.com/ugd/13e244_bdb51bc11cf249f885ad936ac91e6d1c.pdf	2 3 5

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

Budgeted cost: £57, 882

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group after-school tuition groups focused on phonics and early reading in EYFS and KS1.	EEF Research – Phonics +5 months impact EEF Research – Small group tuition +4 months impact	1 2
Small group after-school tuition group focused on more able pupils reaching a higher standard with additional focus on disadvantaged pupils reaching the higher standard.	EEF Research – Small group tuition +4 months impact	1 2
NELI Language acquisition programme completed for Reception pupils	EEF Research – Teaching Assistant Interventions +4 months	4 2
Range of interventions completed within the school day by school staff focused on children’s next steps, boosters and/ or ILP targets.	EEF Research – Teaching Assistant Interventions +4 months EEF Research – Small group tuition +4 months impact	1 2
Purchase SATs Companion for Year 5 & 6 pupils to support catch up, homework and additional interventions both in school and at home.	EEF Research – Homework +5 months	1 2
Purchase White Rose scheme of work to support the delivery of Maths across the school.	The pedagogy of this system is in line with the report: Improving Mathematics in Key Stage 2 & 3	1 2
Purchase of Seesaw. Online portal for evidencing	EEF Research – Homework +5 months	1 2
Purchase of Times Table Rockstars	EEF Research – Homework +5 months EEF Research – Parental Engagement +4 months	1 2

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

Budgeted cost: £52,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Family Liaison Officer	EEF Research – Parental Engagement +4 months	3 5

	EEF Research – Social & emotional learning +4 months	
Employ and utilise a behaviour support member of staff.	EEF Research – Behaviour interventions +4 months EEF Research – Social & emotional learning +4 months	3 5
Facilitate training for a member of staff to train as a Forest School leader	EEF Research – Social & emotional learning +4 months There is an absence of secure data on Outdoor Adventure Learning however, EEF, 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	2 3 4 5 6
Run a breakfast club which enables disadvantaged pupils to access for free each morning.	EEF Research – Parental Engagement +4 months EEF – 2017 report on 'Magic Breakfast' reported a +2 month impact in certain year groups. Evidence suggests a positive impact upon attendance, punctuality and emotional security.	3 5

Total budgeted cost: £110,896 (- £25,821 from school budget)

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.

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 assistants 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>	<p>End of Summer Overview data highlights that all year groups, other than Y4, have only a small, decreasing gap between the disadvantaged pupils and their peers and in some areas perform better than their non-disadvantaged peers.</p> <p>Whole school data shows at ARE or above in comparative groups: Reading Dis = 58% Reading Non = 70% Writing Dis = 52% Writing Non = 58% Maths Dis = 57% Maths Non = 69% Combined Dis = 48% Combined Non = 58%</p> <p>Where gaps remain, these children are highlighted in pupil progress discussions and academic, nurture and/ or pastoral groups have been actioned in 2021-22 to further support their development.</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.	Engagement in French lessons was actioned through a Bastille Day organised by the French lead in school. September 2021 will see a further push on this subject to enthuse the children in their new learning.
	Concentric Curriculum - resources, including grammar for writing and spelling. £2000	<p>Ensure increased rates of progress, improved 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>The children continue to be engaged by our mini-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.</p>	<p>Our curriculum remains a huge strength of our school and engagement remains high. In pupil voice, the majority of pupils speak highly of the opportunities they receive and the learning that takes place within the wider curriculum.</p> <p>The focus on 'real-life' learning gives all learning a context for children of all abilities and is adapted as needed.</p>

		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.	The range of opportunities and stunning starts provided within the curriculum means that all children have investments in their cultural capital and learn more about their community and wider world.														
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	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. To ensure a robust reading model is in place to raise standards and the proportion of pupils are meeting ARE and GD across school. To engage pupils in a love of reading and encourage children to read a range of texts. Add a greater range of texts to our school and class libraries over time.	Autumn term reading impact: Baseline: 33.3% ARE+ Aut End: 50.4% We will continue to develop our guided reading programme to suit the needs of the pupils. 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.	Reading End of Year data: <table border="1"> <thead> <tr> <th>School</th> <th></th> </tr> </thead> <tbody> <tr> <td>63%</td> <td>Year 1</td> </tr> <tr> <td>60%</td> <td>Year 2</td> </tr> <tr> <td>70%</td> <td>Year 3</td> </tr> <tr> <td>68%</td> <td>Year 4</td> </tr> <tr> <td>48%</td> <td>Year 5</td> </tr> <tr> <td>83%</td> <td>Year 6</td> </tr> </tbody> </table> <p>The majority of classes made significant progress from their Aut baseline and then again from Spring mid-term following lockdown and remote learning.</p> <p>In Sept 21, we will baseline all pupils and continue to plan interventions for key pupils, including those who are disadvantaged.</p>	School		63%	Year 1	60%	Year 2	70%	Year 3	68%	Year 4	48%	Year 5	83%	Year 6
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Exercise books/ resources/ homework books to support home learning. £1240	Children in receipt of PPG will have resources available to the throughout the year to aid their learning at home.	Throughout Autumn term, we utilised Seesaw to help parents' access homeworks more easily. 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.	All children had the resources necessary for them to either continue working at home through remote learning or to be in school with additional resources to support their learning. We have a 92% uptake in children & families accessing Seesaw for homework and additional activities online. Other children are encouraged to use the platform at school so they grow in confidence and have the option of loaning a device if it's needed. Parents are much more confident to ask for help with online/ home learning activities and children have adjusted well to the transition from paper-based learning.														

<p>Focus on social, emotional and behavioural support for pupils and families (58.2%)</p>	<p>Pastoral Support £16,600</p>	<p>Focused support 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. 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>	<p>By July 2021, over 60% of our school population of families have been supported by our Family Liaison in some capacity e.g., support accessing benefits, housing, early intervention for emotional difficulties, working alongside social care.</p> <p>Our children and their families all benefit massively from their support and will continue to do so.</p>	
	<p>Breakfast Club £12,000</p>	<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>	<p>A growing proportion of our children have started to use this free service each morning. We will launch this again in September 2021 to ensure those families in need of early morning support and breakfast are aware of this.</p>	
	<p>Behaviour Support £20,000</p>	<p>Behaviour Support to deliver nurture interventions to engage children with social and emotional needs.</p>	<p>Autumn term saw a return to school under different measures and therefore 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>Many of our children returned to school requiring early intervention support for friendships, social skills and anxiety.</p> <p>Our behaviour support worked tirelessly with these pupils to ensure they returned calmly and were able to access their education in the best way for them while making a secure, welcoming environment.</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>	<p>With the ongoing restrictions, Trust guidance did not allow us to plan any off-site visits for our pupils. However, we instead invested in virtual visits and speakers for our children to further enhance their learning opportunities and the curriculum.</p>	

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
SATs Companion (Year 5 & 6 pupils)	SATs Companion
Times Table Rockstars	TT Rockstars
White Rose Maths (Premium)	White Rose Maths - Trinity
Jigsaw PSHE programme	Jigsaw PSHE Ltd.
Read Write Inc. Phonics & Spelling	Oxford University Press