



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	161 (2021-22)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October
Date on which it will be reviewed	January 2023
Statement authorised by	Nikita Silvester-Grant, Headteacher
Pupil premium lead	Nikita Silvester-Grant, Headteacher
Governor / Trustee lead	Hannah Storrie, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,357 (£10,882 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.
- Extremely 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
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1	<p>Attendance levels for all pupils but especially disadvantaged pupils are not high enough and persistent absence is higher than what is acceptable. This continues to be an issue in 2022-23, although shows signs of improvement.</p> <p>2021-2022 Attendance - 93%</p> <p>2021-2022 PA Attendance – 17.6%</p> <p>2021-2022 PP Attendance – 93%</p>																																																																																																																																																																																																	
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4	<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.</p> <p>Between Sept 21 – July 2022, our Family Liaison supported 85 children (and their families) in some capacity equalling 53% of our school cohort.</p>																																																																																																																																																																																																	

## 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><b>2022-2023 attendance rates finish in line or above national expectations.</b></p> <p><i>Attendance levels for all pupils but with a particular focus on disadvantaged pupils is not high enough and persistent absence is too high.</i></p>	<p>Attendance is above 96% for all groups of pupils</p> <p>Parents are aware of and take ownership of the need for good attendance</p> <p>Holidays taken in term time are reduced as parents understand the negative impact this has on children's progress</p>

	<p>Children enjoy every day at school and do not want to miss a day.</p> <p>Rates of persistence absence are reduced to be in line with or below national average.</p>
<p><b>Key stage statutory assessments are in line or above national averages for ARE.</b></p> <p><i>Attainment levels at the end of statutory key stages is below the national average in Reading and Maths, including PP pupils.</i></p>	<p>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>Adaptive teaching methods are utilised to begin to close the gap between disadvantaged learners and their peers.</p>
<p><b>Improved communication skills in EYFS starting in Nursery.</b></p> <p><i>Children enter Nursery with poor communication and language skills</i></p>	<p>% of children at ARE for speaking, listening &amp; attention and understanding will be greatly improved to above national average expectations.</p> <p>Children will have suitable communication skills to aid their transition into Reception and then Y1</p> <p>Speech &amp; language interventions across school continue to have a positive impact and reduce the need for outside referrals.</p>
<p><b>Families are supported to access services and/ or provision within school.</b></p> <p><i>Children and/ or parents present with varied and often complex social, emotional and mental health concerns.</i></p>	<p>Our wellbeing strategy and pastoral support plan throughout the year impacts positively on families.</p> <p>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><b>Children are supported to access services and/ or provision within school.</b></p> <p><i>Children and/ or parents present with varied and often complex social, emotional and mental health concerns</i></p>	<p>Nurture &amp; emotional support groups are available for those children identified as being at greater risk or more vulnerable across school.</p> <p>11B411 opportunities are supported and developed.</p> <p>Curriculum offers a wide variety of opportunities to develop children's cultural capital.</p> <p>Staff are trained and the school delivers 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: £1,248.00

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. Further resources to enable us to deliver the programme effectively are purchased.	EEF Research – Phonics +5 months impact Training staff to ensure they have the necessary linguistic knowledge and understanding (EEF)	1 2
Continual embedding of a feedback policy which is in line with current educational research.	EEF Research – Feedback +6 months impact <a href="#">Education Endowment Foundation: A review of the evidence on written marking.</a>	2
CPD for all teaching staff on, 'Therapeutic Behaviour' and the impact this will have on pupils.	EEF Research – Social & emotional learning +4 months	1 5
The continued use 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 - <a href="https://6977f36f-0b7b-4821-9af1-f14517c9a2e0.filesusr.com/ugd/13e244_bdb51bc11cf249f885ad936ac91e6d1c.pdf">https://6977f36f-0b7b-4821-9af1-f14517c9a2e0.filesusr.com/ugd/13e244_bdb51bc11cf249f885ad936ac91e6d1c.pdf</a>	1 2 4 5

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

Budgeted cost: £65,411.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2

NELI Language acquisition programme completed for Reception pupils	EEF Research – Teaching Assistant Interventions +4 months	2 3
Range of interventions completed within the school day by school staff focused on key aspects of weakness i.e., fine motor skills, speech and language, early reading.	EEF Research – Teaching Assistant Interventions +4 months EEF Research – Small group tuition +4 months impact	1 2 3
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: <a href="#">Improving Mathematics in Key Stage 2 &amp; 3</a>	2
Purchase of Seesaw & Tapestry in EYFS. Online portal for evidencing	EEF Research – Homework +5 months	1 2 4
Purchase of Times Table Rockstars	EEF Research – Homework +5 months EEF Research – Parental Engagement +4 months	2

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

Budgeted cost: £37,698.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Family Liaison Officer	EEF Research – Parental Engagement +4 months EEF Research – Social & emotional learning +4 months	1 2 4 5
Employ and utilise a behaviour support member of staff.	EEF Research – Behaviour interventions +4 months EEF Research – Social & emotional learning +4 months	1 4 5
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.	1 2 4 5

**Total budgeted cost: £104,357 (- £10,882 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 2021 to 2022 academic year.

**Read Write Inc training is updated for all relevant members of staff so that they can deliver the programme with confidence and enthusiasm.**

Year Group	Phonics 2021-2022	
	School	National 2019
Year 1	71% (10/14) 1 child left the school but was still on roll	81%
Year 2 Retakes Y2 Summer 2022	87% cumulative 3 chn WT – 13%	91%

All children who did not pass the screening test at either Y1 or Y2 have had and will continue to receive catch up interventions so this does not continue to have an adverse impact on them receiving a wider curriculum offer.

**Development and embedding of a feedback policy which is in line with current educational research.**

The feedback policy is now fully embedded. The next step for this action is to work with staff for adaptive teaching practices and ensure that this begins to further close the gap between disadvantaged children and their peers.

**CPD for all teaching staff on, 'Behaviour as Language' and emotional coaching for pupils.**

Staff are becoming more aware of children's wider needs which can and do impact their ability to learn to their best ability. Next steps relate to 'Therapeutic Behaviour' training for staff in the next academic year.

**The launch of our 'Pupil Wellbeing and Pastoral Care Strategy' for the benefit of all pupils.**

All pupils and children have an equal offer to receive the support they need through the care strategy. Particular focus and monitoring of our disadvantaged families and children takes place regularly so that there can be a targeted focus.

**Small group after-school tuition groups focused on phonics and early reading in EYFS and KS1.**

Even though the Y1 phonics screening results are below the national average this was due to low pupil numbers in the class (10/ 14 passed). Gaps in learning were addressed and children made accelerated progress overall.

**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.**



Whole School Summer End Data 2022 - Greater Depth (GD)								
Year Group	Combined GD		Reading GD		Writing GD		Mathematics GD	
	School	National 2022	School	National 2022	School	National 2022	School	National 2022
Year 1 (15)	20%		20%		26.7%		26.7%	
Year 2 (23)	9%	6%	13%	18.1%	13%	8.1%	17.4%	15.2%
Year 3 (17)	23.5%		35.3%		23.5%		29.4%	
Year 4 (28)	17.9%		25%		21.4%		21.4%	
Year 5 (28)	21%		29%		25%		29%	
Year 6 (31)	3.2%		16%		10%		10%	
Whole School (142)	15.5%		20.4%		19%		21.8%	

### **NELI Language acquisition programme completed for Reception pupils**

The programme allows for children who require additional support developing language rather than speech to access the intervention. 80% GLD for 2021-22 shows that children have received adequate intervention to close gaps with speech and language.

### **Range of interventions completed within the school day by school staff focused on children's next steps, boosters and/ or ILP targets**

All children across school from all groups receive interventions, boosters or additional time with adults where required. Next academic year, this system will change to ensure that TA 'experts' are delivering boosters in their field and all children can access wider services without waiting for referrals to be made.

### **Purchase SATs Companion for Year 5 & 6 pupils to support catch up, homework and additional interventions both in school and at home.**

**Purchase White Rose scheme of work to support the delivery of Maths across the school.**

**Purchase of Seesaw. Online portal for evidencing**

**Purchase of Times Table Rockstars**

All additional purchases ensure that children have good access to support and services at home. IT is also loaned out to ensure access for families who require it is available. This has also strengthened links between home and school so as parents can more easily access their child's learning and become involved with homework and expectations.

### **Employ a Family Liaison Officer**

The support and impact of the family liaison officer across school is felt in all areas. Children's attainment and ability to learn is directly impacted by the experiences they have around them. Parents are aware of the support that is available to them and regularly visit school to ask for meetings. All parents who visit for parent workshops are told about the services we have available at school.

### **Employ and utilise a behaviour support member of staff.**

Children understand that behaviour is key to their motivation to work and learn at school. All children across school are aware of the high expectations we have of them. Parents are supportive of the measures we have in place. Next steps for this involve working towards a further therapeutic way of working with pupils which is especially important for those children with SEND needs or who are disadvantaged in some way.

### **Facilitate training for a member of staff to train as a Forest School leader**

The school site is now conducive to an excellent forest school setting with further developments planned. After school clubs/ extracurricular groups have ensured that key pupils experience forest school and adventurous activities. Further groups are planned to ensure that vulnerable groups can experience this on a regular basis.

**Run a breakfast club which enables disadvantaged pupils to access for free each morning.**

All pupil premium children are aware that they can access breakfast club provision every morning. For those children who do it ensures that their punctuality and attendance improve as well as ensuring they can learn having had a good start to the day.

## 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*

<b>Programme</b>	<b>Provider</b>
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