

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2022 to 2023 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Springwell Village Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021/2022 2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Bryony Parrish
Pupil premium lead	Julie Gettings
Governor / Trustee lead	Rev Julie Wing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery grant funding	£2,610
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	£23,385

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using our pupil premium funding, we have considered the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for our disadvantaged children include unsupported learning at home, poor language and communication skills, lack of confidence and low self-esteem and attendance and punctuality issues. There may also be complex family situations that prevent children from reaching their potential. The challenges are varied and there is no 'one size fits all'.

Our objectives are:

- ✓ to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ to identify and address gaps in learning resulting from prolonged school closures
- ✓ for all disadvantaged pupils to make or exceed expected progress
- ✓ to support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this by:

- ✓ ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- ✓ when making provision for disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged
- ✓ recognising that not all pupils who are disadvantaged are registered or qualify for free school meals. As a result, pupil premium funding may be used to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

We will achieve these objectives by:

- ✓ ensuring all teaching is good or better
- ✓ providing increased TA support in all year groups to overcome gaps in learning
- ✓ accelerating progress, moving children to at least age-related expectations
- ✓ targeting able pupil premium children to achieve their full potential
- ✓ supporting payment for extra-curricular activities, educational and residential visits.
- ✓ ensuring children have first-hand experiences to support their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and maths
2	Gaps in learning resulting from prolonged school closures
3	Difficulty with phonics, negatively impacting upon their development as readers and writers
4	Poor parental engagement
5	Attendance and punctuality issues that negatively impact upon progress
6	Lack of engagement in extra-curricular activities and enrichment activities due to school closure
7	Behaviour and well-being

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	Review (July 2023)
Improved outcomes for pupil premium pupils, particularly in reading and writing, so that they continue, or begin to achieve in line with other pupils.	<p>In reading, 57% of pupil premium children are on track to achieve ARE, 17% at greater depth (compared to 64% ARE, 23% GDS in 2021-22).</p> <p>In phonics, 75% of pupil premium children achieved the phonic standard. All year 2 resits achieved the standard.</p> <p>In writing, 48% of pupil premium children are on track to achieve ARE, 9% at greater depth (compared to 45% ARE, 14% GDS in 2021-22).</p> <p>In maths, 65% of pupil premium children are on track to achieve ARE, 17% at greater depth (compared to 59% ARE, 9% GDS in 2021-22).</p>
The attainment gap between pupil premium pupils and their peers, which is likely to have grown significantly during the pandemic, is narrowed.	Classroom support has been used where possible to target individuals/small groups with specific gaps. Teaching has continued to be adapted so that objectives from previous year groups can be taught or revisited where

	<p>appropriate. Use of 'Flashback 4' in English and maths lessons has helped to both identify and address gaps. Reintroduction of the daily 5 in KS2 has had a positive impact in maths.</p> <p>All pupil premium children in years 1, 2 and 6 have taken part in targeted phonics/English/maths intervention and SATs club (y6).</p> <p>Monitoring of children's books has included those of pupil premium children. Pupil progress meetings have addressed any barriers to learning.</p>
<p>Improved relationships with 'hard to reach' families resulting in improved attendance rates for pupil premium pupils.</p>	<p>Pupil premium attendance in 2022-2023 was 90.71% compared to non-pupil premium attendance at 94.68. Last year PP attendance was 89.72%. There are now six PP children who are persistent absentees (70.1%, 75.9%, 86.3%, 86.3%, 88.1%, 89.5%). Attendance of these children is being monitored and discussions/meetings with parents and carers have taken place. Support has been given to the two families with the lowest attendance.</p> <p>BP and JG to consider attendance incentives for next school year,</p>
<p>Pupil premium pupils are provided with opportunities for experiential learning and problem solving.</p>	<p>All pupil premium children have participated in class visits this school year – e.g. Eden Camp, Beamish, Gosforth Synagogue, The Customs House, Souter Lighthouse. We have been proactive in contacting parents and carers and offering support to subsidise/cover the cost of visits.</p> <p>7 out of a possible 8 pupil premium children have attended a residential. We supported 6 of the 7 families financially. We have also supported an additional two families who are not on our PP register, subsidising the residential visit.</p> <p>5 of our pupil premium children have attended one or more after school clubs. Numbers have fallen since last year – JG to consider how we can improve engagement next school year.</p>

	3 pupil premium children have taken part in subsidised music tuition (small group). A further 9 have taken part in whole class music lessons.
Improved wellbeing	<p>Children with social, emotional and/or behavioural needs have attended nurture sessions with Mrs Langley, our mental health lead. Currently, one pupil premium child is involved in these sessions.</p> <p>We have also established a Calm Club this school year. For those children who may find lunchtime overwhelming, it offers them a quiet space where they can spend all or part of lunchtime. 5 of our pupil premium children regularly attend Calm Club.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide CPD for teachers and TAs to develop quality first teaching approaches	Research shows that school based professional support has rapid and significant impact on outcomes for children	1/2
Continue to provide CPD for teachers and TAs on personalising learning to ensure maximum progress	In-school improvements in quality first teaching will lead to a narrowing/closing of the gap. Ongoing and bespoke staff training will ensure that this continues and is improved	1/2
Continue to develop a coaching model amongst staff		1/2
To effectively implement a whole school systematic phonics	There is extensive evidence to support the use of a systematic phonics programme with children in Key Stage 1. (EEF Teach-	1/2

programme.	<p>ing and Learning Toolkit: Phonics)</p> <p>Research shows that teaching children how to read using synthetic phonics results in significant long-term benefits for disadvantaged pupils from poorer backgrounds and those who do not have English as their first language.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000 (including recovery grant funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consider structured one-to-one or small group intervention linked to classroom teaching where necessary	There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost effective way to support pupils who are falling behind in their learning. The Sutton Trust – EEF Teaching and Learning Toolkit suggests it can boost progress by up to +5 months.	1/2
Purchase additional licences for Reading Eggs to support children in lower KS2 who haven't reached phonic standard	Research shows that teaching children how to read using synthetic phonics results in significant long-term benefits for disadvantaged pupils from poorer backgrounds and those who do not have English as their first language.	1/2
Source age-appropriate decodable books for children in KS2	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	1/2
Pupil premium profiles to include personal targets for each individual child to identify and address their needs and to accelerate learning.	We have a relatively small number of pupil premium pupils who do not have shared areas of need. Pupil premium pupils therefore need bespoke personalised learning plans to meet their range of needs.	1/2

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to build relationships with vulnerable families to support improved attendance	NFER briefing identifies improved attendance as important in improving attainment	3/4
Rigorous monitoring system in place including first day response	Children are more engaged and attendance improves	5
Raising the profile of good attendance through weekly, termly and yearly initiatives		5
Subsidy for trips, residential and music lessons	This expands and extends their life experiences that some will otherwise never experience	6
Ensure all pupil premium pupils take part in the wide range of learning opportunities outside the classroom that are available.		6
Establish targeted mindfulness sessions to support behaviour and wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	7
Support the emotional, behavioural and mental health needs of post looked after children.	Looked after children and young people have particular physical, emotional and behavioural needs related to their earlier experiences before they were looked after. The rates of emotional, behavioural and mental health difficulties are 4 to 5 times higher amongst looked after children and young people than the wider population.	7

Total budgeted cost: £23,000