# 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

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| Detail | Data |
| School name | Springwell Village Primary School |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| 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 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Bryony Parrish |
| Pupil premium lead | Julie Gettings |
| Governor / Trustee lead | Rev Julie Wing |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,210 |
| Recovery premium funding allocation this academic year | £16,926 |
| 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 | £45,136 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| 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.

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| Intended outcome | Progress to date |
| Improved outcomes for pupil premium pupils, particularly in reading and writing, so that they continue, or begin to achieve in line with other pupils. | In reading, 64% of pupil premium children are on track to achieve ARE, 23% at greater depth.  In writing, 45% of pupil premium children are on track to achieve ARE, 14% at greater depth.  In maths, 59% of pupil premium children are on track to achieve ARE, 9% at greater depth. |
| 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 been adapted so that objectives from previous year groups can be taught or revisited. Use of ‘Flashback 4’ in English and maths lessons has helped to both identify and address gaps. |
| Improved relationships with ‘hard to reach’ families resulting in improved attendance rates for pupil premium pupils. | Pupil premium attendance in 2021-2022 was 89.72% compared to non-pupil premium attendance at 94.34. There has been a drop in attendance since the previous year which was 94.10% (non- pupil premium attendance 97.13). There are three PP children who are persistent absentees (82.5%, 72.7% and 64.8%). |
| Pupil premium pupils are provided with opportunities for experiential learning and problem solving. | All pupil premium children have participated in class visits this school year – e.g. Eden Camp, Beamish, Rainton Meadows, Glass Centre, Centre for Life, Gala Theatre, Newcastle Central Mosque.  10 out of a possible 11 children have participated in a subsidised residential.  A third of pupil premium children have attended after school clubs.  A third of pupil premium children have taken part in subsidised music lessons. |
| Improved wellbeing | Pupil premium children with social, emotional and/or behavioural needs have attended mindfulness sessions during spring 1 and summer 2. |

## Activity in this academic year

This details how we have allocated our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

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| Activity | Evaluation | Challenge number(s) addressed |
| Continue to provide CPD for teachers and TAs to develop quality first teaching approaches | Cross trust training in early reading and phonics has taken place. Subject leaders have attended cross trust meetings, leading to improved teaching within their subject area.  A whole school review in February 2022 identified strengths of the school and further areas for development. These have been the focus for school development in summer 2022.  Monitoring has been ongoing throughout the school year and has been effectively used to support staff development.  Work is pitched/ scaffolded/ differentiated/ with an appropriate level of challenge to meet the needs of all children and enable all children to make at least good progress.  All teachers are personalising learning for pupils in their classes. Evidence is seen through planning, lesson observations, pupil voice and book scrutinies. | 1/2 |
| Continue to provide CPD for teachers and TAs on personalising learning to ensure maximum progress | 1/2 |
| Continue to develop a coaching model amongst staff | 1/2 |
| To effectively implement a whole school systematic phonics programme. | During the summer term, all staff have received training for the Little Wandle phonics scheme. The scheme will be fully implemented in autumn term 2022. | 1/2 |

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

Budgeted cost: £22,000

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| Activity | Evaluation | Challenge number(s) addressed |
| Consider structured one-to-one or small group intervention linked to classroom teaching where necessary | Support staff have been used to deliver one-to-one or small group interventions. However, staff absence has been high this year amongst both teaching and support staff, therefore the number of intervention groups has been limited.  Teacher led interventions for year 6 have taken place. Pupil premium children in year 6 were targeted (awaiting results). Four of the five pupil premium children in year 6 attended weekly SATs club. | 1/2 |
| Purchase additional licences for Reading Eggs to support children in lower KS2 who haven’t reached phonic standard | Currently we have five pupil premium children who haven’t reached the phonic standard. These children are being targeted through rapid catch up sessions.  Decodable reading books for children in KS2 have not yet been purchased as they will need to be compatible with our new phonics scheme. | 1/2 |
| Source age-appropriate decodable books for children in KS2 | 1/2 |
| Pupil premium profiles to include personal targets for each individual child to identify and address their needs and to accelerate learning. | Targets for pupil premium children were discussed at pupil progress meetings, however these still need to be formalised on children’s profiles. This will be a priority for the start of the new school year. | 1/2 |

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

Budgeted cost: £8,000

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| Activity | Evaluation | Challenge number(s) addressed |
| Continue to build relationships with vulnerable families to support improved attendance | Pupil premium attendance in 2021-2022 was 89.72% compared to non-pupil premium attendance at 94.34. There has been a drop in attendance since the previous year which was 94.10% (non- pupil premium attendance 97.13). There are three PP children who are persistent absentees (82.5%, 72.7% and 64.8%).  Mrs Crudace continues to monitor attendance and carry out first day response calls.  Initiatives for good attendance are still to be implemented. Now that we are holding whole school/phase assemblies, this could have greater impact. | 3/4 |
| Rigorous monitoring system in place including first day response | 5 |
| Raising the profile of good attendance through weekly, termly and yearly initiatives | 5 |
| Subsidy for trips, residential and music lessons | Residential visits have been subsidised this school year. One of two pupil premium children in year 4 attended the Kingsway residential, all pupil premium children in years 5 and 6 attended the York and Dukeshouse Wood residential.  33% of pupil premium children have taken part in subsidised music lessons.  Since February half term, after school clubs have been available. 33% of our pupil premium children have attended one or more of these after school clubs. | 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. | Four of our pupil premium children have taken part in mindfulness sessions with Lorna Davidson during spring 1 and summer 2. Children who we felt would benefit were identified by class teachers. This has resulted in improved well-being, behaviour and relationships. | 7 |

**Total budgeted cost: £45,000**