# 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

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| 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**

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| **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

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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 | Success criteria |
| Improved outcomes for pupil premium pupils, particularly in reading and writing, so that they continue, or begin to achieve in line with other pupils. | Pupil premium pupils in every class make accelerated progress in reading, writing and maths by the end of the year and all pupil premium children make good progress from their own starting points. |
| The attainment gap between pupil premium pupils and their peers, which is likely to have grown significantly during the pandemic, is narrowed. | Targeted intervention will address gaps in learning and will narrow the attainment gap between pupil premium pupils and their peers. The recovery grant will be used for this purpose. |
| Improved relationships with ‘hard to reach’ families resulting in improved attendance rates for pupil premium pupils. | Effective and trust-based relationships will be built with pupil premium families.  The number of persistent absentees amongst pupils eligible for pupil premium will be reduced. Overall pupil premium pupils’ attendance will improve in line with other pupil groups. There will be a positive impact on learning and outcomes through improved attendance. |
| Pupil premium pupils are provided with opportunities for experiential learning and problem solving. | High participation of pupil premium pupils in clubs, on trips and residentials and in competitions and events so that their life experience is extended, their aspirations raised and their readiness for learning is improved.  Pupils’ self-confidence and self-esteem is raised and they play a more active role in school and community life. |
| Improved wellbeing | Identified social, emotional and behavioural needs will be addressed. |

## 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

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| 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  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 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. | There is extensive evidence to support the use of a systematic phonics programme with children in Key Stage 1. (EEF Teaching and Learning Toolkit: Phonics)  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.  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 |

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

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

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| 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.  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 |
| 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. | 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

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| 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  Children are more engaged and attendance improves | 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 | 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**