



*'To be the best we can be.'*

## **Spring Hill County Primary School – Pupil Premium Strategy Statement September 2020- 2021**

Pupil Premium is funding in addition to the school's budget to raise the attainment of disadvantaged pupils to close the gap between them and their peers. It was first introduced in April 2011. Schools will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years.

### **Key Principles for using Pupil Premium**

- We are committed to raising achievement of pupils who are eligible for Pupil Premium.
- We never confuse eligible pupil with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- We use assessment systems to track and enable through the analysis of data to identify pupils that are under achieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

## Pupil premium strategy statement (primary) September 2020 – September 2021

1. Summary information					
<b>School</b>	Spring Hill Community Primary School				
<b>Financial Year</b>	2020/2021	<b>Total PP budget</b>	£110,000 + EYFS contribution.	<b>Date of most recent PP Review</b>	Autumn 2019
<b>Total number of pupils</b>	382	<b>Number of pupils eligible for PP</b>	82 + EYFS £1,345 pp	<b>Date for next internal review of this strategy</b>	Sept 2021

2. Current attainment		
	<i>Whole School - 2019</i>	<i>22 pupils eligible for PP (national average) from KS2 SATs 2019</i>
<b>% achieving in reading, writing and maths at the end of Key Stage 2</b>	41.7% (25)	45% (10)
<b>% achieving higher standard in reading, writing and maths at the end of Key Stage 2</b>	3. (achieving	9%
<b>Progress in reading</b>	99.3	101
<b>Progress in GPS</b>	104.5	
<b>Progress in maths</b>	103.1	105
<b>PP and non-SEN 100% reached expected standard at the KS2 SATs in R,W &amp; M compared to Non-PP and non-SEN 89.3% EXP 14.3% GD</b>		

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Speech, Language and Communication (esp on Entry @ EYFS and growing number of EU chd)
<b>B.</b>	Overcoming social and emotional barriers
<b>C.</b>	Nurture support
<b>D.</b>	Family support and learning mentor support

<b>E.</b>	EAL	
<b>F</b>	Covid related issues – significant missed schooling, home school links, poor IT access	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Access to community and cultural activity	
<b>H.</b>	Attendance with extended leave	
<b>I</b>	Engaging with external universal services	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved phonic outcomes in EYFS and and phonic, reading skills in KS1.	Levels of GLD improve at EYFS and Yr1 phonics and Yr2 reading are in line with local and national
<b>B.</b>	Reduction in negative behaviours of PP children, both in-class and at break-times, improved well-being of all children. Improved academic progress	Increased levels of engagement within school. More positive behaviours to learning reported by teachers in termly reviews. Greater progress in learning is made. Improved Chd view of school; reflected through RRS questionnaire.
<b>C.</b>	Increased engagement with school of PP children, improved progress of children and improved well-being of PP children.	Increased level of engagement with chd. More positive engagement with learning reported by teachers in termly reviews. Greater progress in learning is made. . Improved Chd view of school; reflected through RRS questionnaire.
<b>D.</b>	PP families have high quality support within school and we can effectively signpost families to external agencies and improve engagement with universal services. Barriers to attendance, punctuality and engagements reduced for PP families	Increased level of engagement with PP families. Families have access to support through school and through signposting to external family services. Attendance for PP chd increases and reduction in lateness
<b>E.</b>	PP EAL chd have access to high quality English support that allows early acquisition of English. Chd should be able to form strong relationships with peers and engage with the curriculum	PP children receive appropriate EAL assessment and support plans that allow them to make appropriate amounts of progress in their learning. They receive experienced and qualified advice.
<b>F</b>	PP children are not unduly effected by Covid related issues in comparison with their peers	PP Chd progress in line with peers in Covid affected groups..

6. Planned expenditure					
Financial year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the % of chd meeting GLD attainment for PP by the end of EYFS</p> <p>Improve % of children passing Yr1 phonics screening.</p> <p>Improve the number of children gaining EXS and above in KS1 reading.</p> <p><b>3x TA 15hrs per week £15,066</b></p> <p><b>Bounceback CPD and resources £180</b></p> <p><b>Texts for GR and curriculum £15,000</b></p>	<p>Impact on teaching and learning to be achieved through:</p> <p>Use of WELCOMM phonic strategy through EYFS and KS1</p> <p>CPD on 'bounceback' phonics (Ph4 and ph5) as part of the recovery curriculum</p> <p>Revised KS1 guided reading program</p> <p>Revised KS2 guided reading program</p> <p>Creative curriculum have linked texts</p>	<p>Attainment for all three areas are below local and national averages (sometimes significantly so).</p> <p>Poor communication skills (written and verbal) are a barrier to accessing the wider curriculum for a number of our learners.</p> <p>Poor communication skills between peers and adults contributes to behaviour and nurture problems.</p>	<p>Observations will be made of planning and teaching to ensure the appropriate elements covered</p> <p>Termly assessments in line with the teaching of phonics and reading.</p> <p>Resources to support learning in place for Aut 1 2020</p> <p>Increase in attainment seen in all three areas</p>	<p>EB HJ BS OT</p>	<p>Informal reviews on-going through year.</p> <p>Formal review End of Summer 2</p>

<p>Use of evidence-based practice to improve outcomes for disadvantaged pupils through the development of quality-first teaching and proven intervention strategies.</p>	<p>Taking part in EEF project – as a priority school – to develop whole school teaching and develop a range of intervention strategies that support all learners</p>	<p>School qualifies for this project based on level of disadvantage in school community and sustained below average attainment within school.</p> <p>School has consistently been below local and national results in KS1 and KS2, in the fifth quintile</p> <p>The implications of Covid upon our school setting will have further disadvantaged a number of already disadvantaged pupils, impact on current academic, attainment and impacting on future progress beyond primary school</p>	<p>Working with EEF to identify and implement quality first teaching strategies and intervention strategies to support chd who require enhanced support to overcome barriers.</p> <p>Monitoring will be though m&amp;e routines and</p>	<p>HT DHT Teachers TAs</p>	<p>Review every monitoring period through observations, feedback and progress meetings with SLT.</p>
<p>Improve the % of EXS and greater depth attainment for PP by the end of KS2 in Reading, Writing and Maths. <b>HLTA Support Yr6</b> <b>£49,196</b></p>	<p>Impact on teaching and learning to be achieved through the streaming/setting of the Year 6 cohort by providing two additional members of staff</p> <p>Targets are teaching to greater depth with appropriate levels of challenge for the higher attainers and teaching to EXS for pupils who are targeted from lower progress and attainment than expected</p>	<p>Attainment needs to be raised for EXS and GDS at the end of KS2 as data is not in line with National averages.</p> <p>To provide funding for those children who are already going to gain ARE and require additional challenge. These pupils do not need support and interventions to ‘close the gap’, they will strive to reach higher levels of attainment.</p>	<p>Observations will be made of planning and teaching to ensure the appropriate elements of challenge are set.</p> <p>Half termly assessments in line with the teaching of WRMH resources to be used so as to accurately plot the progress of these pupils.</p> <p>% of Year 6 pupils gaining EXS and GDS to increase in line with National data.</p>	<p>HT HJ BS KS Lead Yr6 Team</p>	<p>End of Summer 2</p>

<b>Total budgeted cost</b>					£79,442

**Evaluation 'Quality Teaching for all'**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>Provide additional pastoral support to overcome social, emotional and nurture barriers to learners.</p> <p><b>5 x TA 6hrs weekly £15,066</b></p>	<p>Active engagement activities for children who demonstrate social, emotional or nurture needs.</p> <p>Chd given systematic support through small group and 1-2-1 activities that focus on specific barriers.</p> <p>Re-active support used in Year 6 to minimise impact on peers</p>	<p>Teaching staff indicate that a number of children fail to engage with class learning through barriers caused by social, emotional or nurture needs of children</p> <p>This has an impact on individual learning and well-being and also impacts on children's peers through the school day</p> <p>Communication with parents also indicates that some families have concerns over children's well-being</p>	<p>Review of children highlighted for support will take a holistic view of attendance, behaviour, engagement and progress. Termly review will dictate future support</p>	<p>NB LK BS HJ HT Teaching staff</p>	<p>Informal reviews on-going through year.</p> <p>Formal review End of Summer 2</p>
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<p>Increased engagement with families that require support for attendance and well-being issues</p> <p><b>Learning Mentor Support</b> <b>£20,952</b></p>	<p>Specifically target and support disadvantaged children each week and also deal with Safeguarding, Child in Need and Attendance issues, as they arise in this group.</p> <p>Arrange family support session and drop in / contact sessions for parents with concerns (child or themselves/family)</p>	<p>Several families, with children at our school are making a significant difference to our attendance figures. A range of proactive strategies are deployed including phone calls, letters sent and where these have not been successful, involvement of the PASS Team. Several are now being monitored and, in some cases, legal action taken.</p> <p>Unauthorised extended leave has an negative effect on attendance and a program of education for our community to make them aware of the impact on their child's learning has had some impact</p>	<p>Learning Support mentor track targeted families for attendance and punctuality.</p> <p>Arrange family support session and drop in / contact sessions for parents with concerns (child or themselves/family)</p> <p>Holistic view of attendance, behaviour, engagement and progress. Termly review will dictate future support for children</p>	<p>LK NB HJ BS HT</p>	<p>Informal reviews on-going through year.</p> <p>Formal review Summer 2</p>
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<p>EAL learners receive targeted, systematic support to childrens enable acquisition of English</p> <p><b>SENDCo</b> <b>£11,520</b></p>	<p>Use of interventions that assess need of individuals and groups and put in place specific phonics, speaking, reading and writing program to support English acquisition.</p> <p>CPD for class teachers to allow them to provide targeted support for EAL learners in curriculum activities</p>	<p>Education Ploicy Institute report of 2018 indicated that late arrival EAL learners (especially those in KS2) have significant barriers to attainment and progress within the curriculum.</p> <p>The school also has a number of children who come to school with no experience of Nursery setting and have limited communication skills as a result.</p> <p>Class teachers require systematic approach to develop EAL learners English skill and pedagogical support in adapting the curriculum to meet learner needs.</p>	<p>SENDCo track and review progress of EAL learners so that their language needs are identified and targeted.</p> <p>Support to Teaching and TA staff to deliver systematic English interventions and adapt curriculum lessons accordingly.</p> <p>Review of child's academic progress and well being to inform support provided</p>	<p>NB EB Class teachers and TA's.</p>	<p>End of Summer 2</p>
<b>Total budgeted cost</b>					47,538

**Evaluation 'Targeted Support'**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To allow all children who would like to attend the Y6 residential trip to Robin Wood the opportunity, regardless of their ability to pay. (And other such trips/visits) <b>£4,000</b>	Contribute to the cost of providing or subsidising places for the Year 6 residential AND for other school related trips (E.g.) Pantomime, Young Voices.	Every child should have the same access to all opportunities as their peers, regardless of their parents/carers financial situation. The EEF PP Toolkit illustrates research that shows outward bound type courses can have a significant impact on raising levels of independence, self-awareness, self-confidence and positive attitudes in individuals. It also has a positive impact on team work and understanding others.	This money is ring fenced for children, for whom trips would not be an option, but for the fact that we offer them the chance to discuss monetary issues with us, making the activities a reality for them.	HT and Bursar	Summer 2
To provide a broad curriculum that enriches the lives of disadvantaged children who would otherwise not	Contribution to the cost of enrichment activities within the curriculum (e.g.) music lessons, shows and other events.	To provide children with the opportunity to learn a musical instrument as well as the opportunity to read music, sing together chorally and decide whether it is something they wish to progress with in the future.	Home agreements for instrument use Weekly lesson in school delivered by qualified Music Teacher. End of year performance	HT Teaching staff	Summer 2

have such opportunities to engage in cultural activities. <b>Music Teacher £30,117</b>			Class teachers attend lessons alongside children and report to SLT on progress.		
Maths intervention programme.  TT Rockstar – school membership £800	Proven successful model of helping children close the gap in x & / knowledge using TT Rockstars	Feedback from a number of local schools indicate the positive feedback They allow children to receive the extra support they need to reach their EoY target for learning times tables and related division facts  School wide system can be targeted at to individual needs and provides realtime feedback on chd progress.	Pupil Progress meetings Termly monitoring by school SLT and reporting to Governors Regular TA meetings to monitor provision of delivery	JLP MB	Summer 2
Economic hardship does not prevent disadvantaged children having the correct equipment and resources to take part in a full and active part of school life. (£500)	To provide Clothing/PE kits/ Free after-school or lunchtime sports clubs that cater for disadvantaged Pupils.	As a school, we believe that all children should have equality of opportunity. Part of this is being able to be part of the school team and access all aspects of the curriculum. Regardless of ability to pay, we want all children to have the right uniform, equipment and access to resources needed for them to realise this.	Implementation by the Headteacher and School Business Manager. Link to TAF, CIN and CP plans where necessary. Ensure that through regular daily monitoring by teachers and PE staff, children have the right resources.	HT SBM	Summer 2
<b>Total budgeted cost</b>					£35417
<b>OVERALL TOTAL BUDGET COST</b>					£162,397
<b>Budget Shortfall (estimated)</b>					Approx. £52,000
<b><u>Evaluation 'Other approaches'</u></b>					