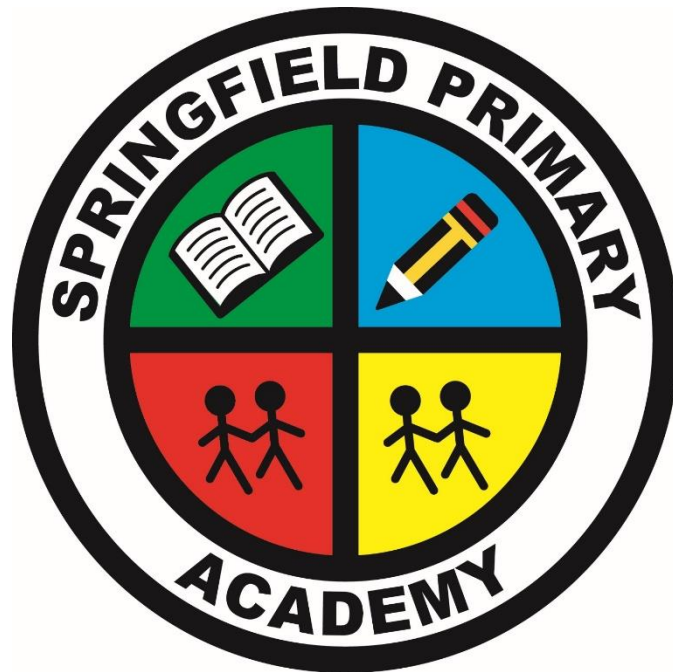


# Pupil Premium Strategy Statement

## Springfield Primary Academy



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

Detail	Data
School name	Springfield Primary Academy
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A. Willett
Pupil premium lead	A. Willett
Governor / Trustee lead	J. Holbrook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,600
Recovery premium funding allocation this academic year	£4,205
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	£48,805

# Part A: Pupil premium strategy plan

## Statement of intent

At Springfield Primary Academy, our key objective in using the Pupil Premium is to narrow the gap between groups of pupils. We are committed to challenging and supporting each person in order for them to reach their full potential. Personalised intervention for emotional needs, as well as academic is an entitlement regardless of prior attainment, pastoral or learning needs. We use a 3-tier approach to our spending in this area to benefit all children as well as offer eligible children specific, targeted support. We focus on improving teaching, targeted academic support and wider strategies to tackle behaviour, attendance and social and emotional concerns. We believe that progress cannot be judged on data alone and we ensure that children develop confidence and key skills alongside academic success. All Pupil Premium children benefit from the funding, not just those who are deemed to be under performing.

## Challenges

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

Challenge number	Detail of challenge
1	A number of our Pupil Premium children have poor attendance, with 8 of our Pupil Premium children falling into the persistent absence category.
2	A number of children on the Pupil Premium register come from families with additional needs. This can cause difficulties with them accessing learning, socially, emotionally and academically. The range of difficulties often require pupils to have access to additional pastoral support.
3	Many children from disadvantaged backgrounds do not have opportunities to experience wider opportunities.
4	The pandemic has increased the number of children that are not at age related expectations. Currently, 9 PP children are more than 1 term behind in Reading, 14 in Writing and 10 in maths. 11 children are 1 term behind in Reading, 10 in Writing and 9 in Maths.
5.	Families are struggling financially, especially due to the pandemic.

## 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
Attendance of PP children is improved.	Attendance of PP children is at least equal to that of non PP children. The number of PP children that are persistently absent has decreased.
Pupil premium children have their social/emotional needs met through high quality pastoral support.	PP children are able to access their learning and make good progress.
PP children have the same opportunities in school as non PP children.	PP children are able to access after school clubs, visits and residential opportunities.
Increase the percentage of children that are at age related expectations.	51% of PP children have met age related expectations in reading. Increase to at least 75%. 41% of PP children have met age related expectations in writing. Increase to at least 65%. 53% of PP children have met age related expectations in maths. Increase to at least 75%.
Reduce the number of PP children that are more than 1 term behind age related expectations.	Currently, 9 PP children are more than 1 term behind in Reading, 14 in Writing and 10 in Maths.

## 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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 'Story Time Phonics across KS1 to support quality first teaching.	Phonics has a positive impact overall...and is an important component in the development of early reading skills. (Education Endowment Foundation)	4
CPD to further develop collaborative approaches to teaching and learning.	The impact of collaborative approaches on learning is consistently positive. (EEF)	4
CPD to further develop feedback strategies.	Feedback studies tend to show high effects on learning. (EEF)	4
CPD to further develop metacognition and self-regulation.	The potential impact of meta-cognition and self-regulation approaches is high (+7 months additional progress). (EEF)	4

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

Budgeted cost: £37,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
L3 teaching assistants used across the school for targeted intervention of PP children.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)	4
1:1 support as part of school led tutoring programme.	1:1 tuition is very effective at improving pupil outcomes. (EEF)	4
Nuffield Early Language Intervention delivered by TA.	Oral language approaches have a high impact on pupil outcomes. (EEF)	4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly PSHE lessons to support wellbeing and a greater engagement in learning.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	2
Learning mentor employed to support targeted children.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	2
Learning mentor to work with identified families to improve children's attendance and punctuality.	Without regular attendance, levels of attainment suffer and opportunities are missed to obtain maximum benefit from education. Persistent absence and lateness will affect a child's achievement and progress in school.	1, 2
Reduced cost for visits and clubs.	Experiential learning is crucial to development.	3
Curriculum plan in place that ensures we develop experiences within the local community and beyond. Introduction of the Springfield 'Pupil Passport' that will supplement this.	Experiential learning is crucial to development.	3
Further CPD for all staff on emotion coaching.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	2
Provision of a school sweatshirt/cardigan annually for all PP children.	A clear dress code that sets boundaries and helps pupils to see school as a working environment.	5
Provision of free school milk.	Milk is a good source of energy and protein.	5

**Total budgeted cost: £48,805**

## **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 2020 to 2021 academic year.

Story Time Phonics was purchased for Foundation Stage and Key Stage 1. This has been embedded successfully in Foundation Stage and is continued to be rolled out into Key Stage 1. In Autumn 2020, 5 out of 7 PP children met the standard in the phonics screening with 90% of the cohort meeting the standard. 73% of the Year 1 cohort met the standard in the teacher assessment at the end of Year 1.

We have developed a quality curriculum, with a two year cycle, that has been planned to meet the needs of all Springfield children. Cycle B has been successfully trialled and we are now trialling Cycle A.

During the 2020-2021 academic year, we employed a part time teacher to ensure smaller class sizes. Initially this was targeted for Year 5/6, but after the Christmas break, the focus moved to Year 3/4. 15 out of 20 PP children made at least good progress in Reading, 13 in Writing and 16 in Maths.

Our Learning Mentor was instrumental in supporting pupil's mental well-being enabling children to access learning.