

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

Detail	Data
School name	Springfield Community Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Anna Case Headteacher
Pupil premium lead	Anna Case Headteacher
Governor / Trustee lead	Frances Peel-Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£8,700
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	£104,195

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all** pupils, irrespective of their background or challenges they may face, make good progress and attain highly across all subject areas. At Springfield, we ensure that teaching and learning meets the needs of all our pupils. There is a school-wide commitment to securing and raising achievement for disadvantaged pupils; this includes securing progress for those who are already high attainers.

We are highly ambitious, respond to what we know to be good practice, draw on research and ensure that our vision for improvement is clear. High-quality teaching is at the heart of our approach. Research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school. A strategic and personalised approach to professional development ensures that all pupils have access to the best teachers and are supported by well-trained additional adults. This is closely monitored and evaluated.

We also ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes.

The overall aims of our pupil premium strategy are:

- To reduce any attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To facilitate pupils' access to the curriculum
- To address barriers to learning by providing alternative support and intervention within the school

Our strategy is also responsive to the impact of the global pandemic and draws on the national plans for education recovery, particularly in the support offered through the National Tutoring Programme. The funds allocated through this initiative are targeted at pupils whose education has been most impacted, particularly disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped receptive and expressive language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our On Entry assessments in Reception. However, the vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged and EAL pupils than their peers.
2	Internal and external monitoring of the quality of teaching and learning identifies areas of improvement for ECTs and NQTs to ensure that the quality across all phases is excellent.
3	Assessments and observations with pupils show that disadvantaged pupils and those who speak English as an additional language (EAL) are making slower progress in phonics. This is negatively impacting their development as readers.
4	Assessments, observations and monitoring of pupils' learning, show that the loss of direct, classroom teaching due to partial school closures, has had a significant impact on the academic attainment of disadvantaged pupils across the school in reading and writing, particularly where pupils are disadvantaged and speak an additional language at home.
5	Data from surveys, observations and discussions with pupils and families have identified a lack of confidence in supporting pupils with learning at home.
6	Assessments in reading and foundation subjects, alongside discussions with pupils and their families have identified limited opportunities for social, cultural or educational experiences beyond their immediate home environment.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils. 80% of pupils attending weekly sessions with the school counsellor are disadvantaged and 100% of children receiving additional support through the WAHMs practitioner are disadvantaged.
8	Rigorous monitoring of our attendance shows persistent absence rates are higher amongst disadvantaged pupils in 2021/22 to date (18% for disadvantaged pupils compared to 14% non-disadvantaged)

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
<p>Attainment outcomes for disadvantaged pupils are at least in line with or exceeding national for all pupils.</p> <p><i>Please see data table at end of document for 2019 national outcomes.</i></p>	<p>% of pupils (including disadvantaged) reaching expected standard in Phonics screening, KS1 & 2 assessments & Multiplication check in 2022 is above national.</p> <p>Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading, writing and maths.</p>
<p>Improved oral language skills and vocabulary.</p>	<p>Assessments and observations indicate significant improvements in oral language for disadvantaged pupils. This is also evident when triangulated with other forms of evidence, such as lesson observations, book scrutiny and ongoing formative assessments.</p>
<p>Improved early reading attainment among disadvantaged pupils.</p>	<p>Phonics screening results for Y2 (Dec 2021) and Y1 (June 2022) show more than 80% (above national 2019).</p> <p>KS1 reading outcomes for disadvantaged pupils are at least in line with national.</p> <p>Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading.</p>
<p>To achieve and sustain improved wellbeing for all pupils in school, particularly those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● data from pupil and parent surveys and teacher observations ● tracking of behaviour incident reports show significant reduction in incidents amongst disadvantaged pupils
<p>Disadvantaged pupils access structured opportunities to address the gap in cultural capital through enrichment activities such as after school clubs and trips/visits.</p>	<p>Experiences and visits are carefully planned for each class across the year.</p> <p>Places for disadvantaged pupils at extracurricular activities are subsidised or provided at no cost. Analysis of attendance shows high rates of participation among disadvantaged pupils.</p>

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 (CPD, resources and subscriptions)

Budgeted cost: **£50,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for teachers on summative assessment, gap analysis and responsive teaching.</p>	<p>Another group of assessment purposes involves monitoring student progress, forecasting student performance, or evaluating the effectiveness of teaching. These kinds of assessments are ‘high-level’ in the sense that a single, global score, often from a standardised test, usually gives</p> <p>Professor Rob Coe, EEF Assessing Learning</p>	1, 2, 3, 4
<p>To further embed dialogic activities across the school curriculum, we will purchase Robin Alexander’s resources <i>A Dialogic Teaching Companion</i> and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Oral Language Interventions</p>	1, 6
<p>Renew access to Read Write Inc portal to continue to secure excellent phonics teaching for all pupils.</p>	<p>EEF evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Evaluation Evidence Phonics</p> <p>The Reading Framework, DfE</p>	4, 5
<p>Enhance our curriculum planning and teaching and learning in maths, in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	2, 4, 5

<p>line with DfE and EEF guidance.</p> <p>Continue to actively engage with Maths Hub resources and CPD (including Teaching for Mastery TRG for Reception teacher).</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Provide coaching and mentoring linked to the Early Career Framework to further develop the practice of ECT and RQTs.</p> <p>Release time for teachers to work with their mentor and observe practice.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF: Effective Professional Development</p>	2
<p>Weekly homework club for targeted disadvantaged pupils.</p>	<p>Digital technologies can improve the quantity and quality of pupil practice (EEF). NCETM's calculation guidance highlights that fluent computational skills are dependent on accurate and rapid recall of number bonds to 20 and times-table facts. Pupils will have access to a combination of practice for rapid recall of number facts and reading online with retrieval practice through comprehension questions.</p> <p>Digital Technology EEF</p> <p>NCETM Calculation Guidance</p>	5, 6

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

Budgeted cost: **£33,595**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p>	1, 3, 4, 5

<p>whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups :</p> <p>Small group tuition Education Endowment Foundation EEF</p>	
<p>Further develop our 1:1 tutoring offer to catch up any pupils at risk of falling behind in phonics.</p>	<p>EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Evaluation Evidence Phonics The Reading Framework, DfE</p>	1, 3, 4, 6
<p>Implement the NELI intervention for key children in Reception. Fund release time for trained TA to deliver the intervention.</p>	<p>An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention.</p> <p>Nuffield Early Language Intervention, EEF</p>	1, 3, 4

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

Budgeted cost: **£20,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of therapeutic services and funded places at after school clubs to support vulnerable pupils with their wellbeing.</p>	<p>EEF guidance: The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p>	5, 6, 7

	EEF Extending School Time	
<p>Embedding principles of good practice set out in EEF's Parental Engagement guidance.</p> <p>This will involve release time for class based leaders and teaching staff to plan and develop workshop resources and deliver training.</p>	<p>The <i>Working with Parents to Support Children's Learning</i> guidance from the EEF provides the following recommendations: provide practical strategies to support learning at home and offer more sustained, intensive support where needed.</p> <p>EEF Parental Engagement</p>	3, 4, 5, 6
<p>Embed the principles of good practice set out in the DfE's Improving School Attendance guidance, particularly to address persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance</p>	8

Total budgeted cost: £104,195

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.

Our internal assessments during 2020/21 show that the performance of disadvantaged pupils at the end of KS1 and KS2, were above national (2019). Monitoring of progress in reading, shows that disadvantaged pupils are making strong progress from their starting points. This is evidenced by the following outcomes for disadvantaged pupils:

100% passed phonics screening

71% reached age expectations in KS1 reading

85% reached age expectations in KS1 reading

However, our analysis of internal assessment data highlights gaps in reading, writing and maths for disadvantaged pupils in reading, writing and maths in Year 1 (current Year 2) and in maths and writing for Year 5 (current Year 6). We have drawn on evidence from the EEF to understand the impact that school closures due to Covid-19 have had nationally. There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap for disadvantaged pupils, which seems to have grown

The impact was mitigated during the lockdown in Spring 2021 due to our high quality remote learning offer and delivery of our curriculum, which was aided by use of online resources such as those provided by White Rose and Oak National Academy. In implementing our blended learning approach, we also proactively targeted vulnerable families for face-to-face learning in school, which again mitigated some of the effects of school closure.

Our analysis of the impact of intervention in language development, reading (particularly phonics) and mathematics shows that the use of evidence-based approaches, such as teacher and teaching assistant led 1:1 and small group tuition, WellComm and Catch Up Numeracy, had a significant impact on the progress of disadvantaged pupils.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- continuing to engage in the WAHMs project. This innovative project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- utilising a [DfE grant to train an additional senior mental health lead](#).
- engaging with CLPE project to enrich children's vocabulary in the EYFS
- Training a member of staff in Forest School practice to ensure more children benefit from outdoor learning sessions which develop vocabulary and serve as an additional enriching experience in our curriculum
- release NQT+1s for additional CPD [EEF: Effective Professional Development](#)
- leaders engaging with NPQs including the NPQLTD which seeks to improve quality of teacher development [EEF: Effective Professional Development](#)

Intended Outcomes Appendix: 2019 National Outcomes

	Phonics Screening	Reading	Writing	Maths	GPS	RWM Combined
KS1 (Year 1)	85%					
KS1 (Year 2)		75%	69%	76%		
KS2		73%	78%	79%	78%	65%