

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (service, tuition and recovery premium for the 2022 to 2023 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 Infant School & Nursery
Number of pupils in school	269 + 30 in Nursery
Proportion (%) of pupil premium eligible pupils	26% (69 children – Autumn 2022)
Academic year/years that our current pupil premium strategy plan covers	2021-22, 2022-23, 2023-24
Date this statement was published	December 2021
Dates on which it was reviewed	December 2022
Dates on which it will be reviewed	July 2023, July 2024
Statement authorised by	A Hennell James
Pupil premium lead	Kelly Head
Governor / Trustee lead	Christine Moseley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99604
Recovery premium funding allocation this academic year	£10730
National Tuition funding this academic year	£9072
Total budget for this academic year	£119,406

Part A: Pupil premium strategy plan

Statement of intent

- * Excellence and uncompromising expectation for every member of our school community through:
- * Highly effective use of human and physical resources, including employing specialist provision where needed
- * Challenge and support to improve the skills of staff, parents and children.
- * Targeted intervention to overcome both whole school and individually identified barriers to a successful learning experience.

Challenges

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

Challenge number	Detail of challenge
1	Community <ul style="list-style-type: none">• Lack of emotional literacy• Little experience of building/maintaining positive relationships• Parent/carer mental health• 'Life' distracts from learning due to: <i>Young carer responsibilities; Hunger; Homelessness; Basic needs unfulfilled</i>• School as a symbol of negative authority• Isolation due to individual / COVID circumstances
2	Initiative <ul style="list-style-type: none">• Communication (<i>Reception 2021/22 – 70% of total cohort not at ARE, 90% of the 20 disadvantaged chn are not at ARE</i>)• Attitude to learning
3	Possibilities <ul style="list-style-type: none">• Difficulty accessing or lack of knowledge about out of school activities• Lack of 'play' / pre-school experiences• Fear of unknown• Few adult role models to support exploration of wider 'world of work'• Poor Attendance• Complex Additional needs
4	Environment <ul style="list-style-type: none">• COVID-19 restrictions and interruptions to learning• Growing diversity of school community - <i>English as a second language, School 'culture' different to previous experience, No previous experience of school</i>
5	Adventure <ul style="list-style-type: none">• Health – inconsistent diet, lack of physical experiences or fear of injury to child• Excessive/addictive screen time

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
1	<i>Enable children to achieve outcomes in Reading, Writing & Maths that are closer to pre-COVID levels of attainment</i>	<ul style="list-style-type: none"> * There is no gap between disadvantaged and non-disadvantaged children in Reading and Maths by the time they leave Springfield Infants. * The gap between disadvantaged and non-disadvantaged children in Writing is less than the national gap by the time they leave Springfield Infants. * The % of disadvantaged children at Springfield Infants achieved EXS+, exceeds national by >10%. * By the end of Year 2 >94% of disadvantaged children pass the Phonics Check.
2	<i>Support children to communicate effectively, enabling them to overcome SEMH difficulties, access academic work and develop a rich vocabulary to express their ideas</i>	<ul style="list-style-type: none"> * Number of children requiring Speech, Language or Communication intervention is reduced to less than 5% of the cohort by the time they leave Springfield Infants. * Monitoring, oracy, writing and vocabulary assessments, subject leader reports evidence a rich vocabulary is in use for all children.
3	<i>Offer parents/families immediate access to professional advice & support and help parents/families to access external services to support them including: parenting classes, social groups, medical advice, housing and financial support</i>	<ul style="list-style-type: none"> * Parent survey shows the school's early help offer is known & valued as parents have confidence in the support they are offered. * Individual case studies demonstrate specific impact for individual families * School led parenting groups and classes show growth in numbers & are valued as measured in the parent survey * % absence for Pupil Premium is lower than national, % persistent absentees is in line with or < non-PP peers
4	<i>Ensure every child is prepared for their first day at school and no child is excluded (through inability to pay) from wider opportunities offered by school / partner agencies during term and holiday times throughout their time at Springfield Infants</i>	<ul style="list-style-type: none"> * All children that join our school are equipped with what they need for school (bookbag, uniform, water bottle etc.) * Any child can access breakfast/holiday activity clubs at point of need without need for full / any payment * All pupil premium children have taken part in at least one extra curricular club by the time they leave Springfield Infants * All pupil premium children have participated in all school enrichment activities (trips, visitors, events) during their time at Springfield Infants
5	<i>Provide staff with training opportunities to ensure their pedagogical approaches and knowledge of barriers children may face and how to overcome them match the cohort and take account of the most recent, relevant research</i>	<ul style="list-style-type: none"> * All staff have undertaken the play training offered as part of the OPAL project and are aware how to facilitate play with all the SEMH and physical benefits this brings for the children. >95% report improved playtimes as a result. * All staff have completed the MPTA training course, >95% staff report improved confidence in supporting children / deploying adults more effectively to support children. * Staff report an improved knowledge base with regards to additional needs.

		<p>* School always has at least 3 trained Thrive practitioners available to support staff with techniques and knowledge in relation to the SEMH of children in their class.</p> <p>* All staff report improved subject knowledge in Maths & Science supporting outcomes identified in point 1.</p>
6	Ensure all families that are entitled to free school meals access this benefit	<p>* 100% of parents return information request forms which enable school to identify families that may be entitled to FSM and support the application process.</p> <p>* All parents who are potentially entitled are contacted by the school and offered support to complete the application.</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 (for example, CPD, recruitment and retention)

Budgeted cost: **£9,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA access to training courses outside normal working hours – OPAL, MPTA, School based CPD programmes based on survey of TA needs (June 2021)	<p>* Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>* Maximising the Impact of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>* The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</p>	<p>1, 2, 3, 4, 5</p> <p>£4,000 (15 hrs x 15 TAs)</p>
Release for subject leaders to analyse impact of curriculum design on various pupil groups and to plan next steps	<p>* Putting Evidence to Work - Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p> <p>£3,600 (£120 x 3 x 10)</p>
Coaching for Senior Leaders to support leadership growth & wellbeing	<p>* Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p> <p>£1,800</p>

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

Budgeted cost: **£106,277**

Activity	Evidence that supports this approach		Challenge number(s) addressed
Additional teacher in Yr 1 & Yr 2 (5 x AM - 2 terms total)- children split into 5 classes (including use of academic mentor – see below)– one small group of no more than 15 (50% of the group will be PP children in the first instance although the groupings will respond to need and children's progress so this could increase or decrease termly)	<ul style="list-style-type: none">* School outcomes from pre-COVID years.* Needs of children from academic and SEMH assessment* EEF reducing class size: - Closing the disadvantage gap <i>'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socio-economic backgrounds may benefit from small classes, although the class size threshold at which this impact is identifiable varies between literacy and maths, and potentially also geographical area.'</i>		1, 3, 4 £20,224 – 6 x AM (ST / BF to include cover of extra AM KHil does not work)
Private speech therapist to work with small groups & individuals identified in the Reception Wellcomm screen and to give ongoing advice regarding children in Year 1 & 2 who are still working below ARE.	<ul style="list-style-type: none">* School outcomes from pre-COVID years.* Tier 3 support – EEF & PHE – Early Language Development	Enable school to provide a 'graded response' looking at each individual child and deciding on level of input needed based on assessment and risk factors (including disadvantage) long term.	2, 3, 4, 5 £15,960 – 1.5 day a wk
Additional teaching assistant to carry out speech packages			2, 3 £7,590 - JB
Additional teaching assistant in EYFS to carry out NELI project	<ul style="list-style-type: none">* Nuffield Early Language Intervention (NELI) implemented and measured* EEF trial and Government Recommended & programme costs funded		2, 3, 4 £15,622 – HH
Academic Mentor 3 x pm tuition and 4 x am further support Early Literacy & Numeracy Teacher x 1 day a week small grp tuition (NTP)	<ul style="list-style-type: none">* EEF Small Group Tuition* EEF 1:1 Tutoring		1, 2, 4 £19,187 £10,486
Additional Teaching Assistants supporting Literacy intervention across all years	<ul style="list-style-type: none">* Improving Literacy in Key Stage 1 EEF* Making Best Use of Teaching Assistants EEF		2, 3, 4 £17,208 – EC AMs JH AMs

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

Budgeted cost: **£19,722**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker – integral to the work of the school to support the ever-growing needs of the community filling the deficit in social care / community provision	<ul style="list-style-type: none"> * EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk) * Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) 	1, 3, 4, 5 £10,847
Parenting / support groups costs	EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)	1, 3, 4, 5 £250 – sundries
Thrive practitioners to support the SEMH needs of the children	<ul style="list-style-type: none"> * Thrive: Approach: Info: Credentials(thriveapproach.com) * Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) 	1, 2, 3, 5 £8,125 EC / JH – 12hrs a wk
School starter packs, subsidised trips/clubs and promotion to encourage parents to apply for Free School Meals	<p>School Based Evidence:</p> <ul style="list-style-type: none"> * It is important that all children feel included in our school community and have the same access to school items / trips and clubs as their peers by having some funding set aside to support families at point of need we ensure that no child is ever excluded from taking part in the activities they want to. * See previous pupil premium outcomes documents with regard to take up of free school meals. 	1, 3, 4, 5 £250 (subsidy) £250 (promo)

Total budgeted cost: £ 135,399

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 2021 to 2022 academic year.

As evidenced in schools across the country, school closure, a lack of services for families with pre-school age children and missed health checks due to the pandemic, continue to be most detrimental to our disadvantaged pupils, as they were not able to benefit from early intervention, social and speech opportunities in pre-schools & parent groups, our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended despite giving them priority access to school places and encouraging as many children as safely possible to attend school. (Around 1/3 of our school population attended during the 'closures' but PP families were the most reluctant to send their children.)

Attendance (all chn Yr R – 2): PP – 91% Not PP – 93%

Persistent Absenteeism (all chn Yr R -2): PP – 33% Not PP - 23%

Outcomes 2022:

GLD	PP – 65%	Not PP – 73%		
Yr 1 Phonics	PP- 71%	Not PP – 72%	OUR GAP: 1%	NATIONAL GAP: 18%
Yr 2 Phonics	PP- 81%	Not PP – 92%	NATIONAL AT YR2 = 87%	
Yr 2 SATS Reading	PP- 63%	Not PP – 83%	OUR GAP: 20%	NATIONAL GAP: 21%
Yr 2 SATS Writing	PP- 45%	Not PP – 66%	OUR GAP: 21%	NATIONAL GAP: 22%
Yr 2 SATS Maths	PP- 67%	Not PP – 81%	OUR GAP: 14%	NATIONAL GAP: 21%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Numbersense	Systematic number fact teaching Number Sense Maths
Thrive	The Thrive Approach to social and emotional wellbeing
PiXL	The PiXL Club - Home