Spring Lane Primary School - 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	Spring Lane Primary
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	84 (18.2%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Campfire Education
Pupil premium lead	Pete Hynes
Governor / Trustee lead	Liz Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (21-22)	£126360
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15000
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	£141360

Part A: Pupil premium strategy plan

Statement of intent

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that disadvantaged pupils achieve their maximum potential.

In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupil groupings in school and national data. Recent research by the EEF has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns.

At Spring Lane, our internal data has confirmed this trend, despite our 'small school' open for these pupils during these times, our proactive staff's involvement and our excellent relationships with families. We chose to extend our inschool offer to children who had recently had the support of social care, those who may need an EHCP in the near future, those Pupil Premium children whose families needed support for them to access remote learning and any other families whose adults or children were struggling with their mental health.

Monitoring of pupil progress and the impact of expenditure takes place every term. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children's needs so that we can 'prepare our children for next stage in their life'.

At Spring Lane, the Pupil Premium is used to provide a range of additional support for our children. The funding is predominantly allocated to fund smaller classes as based on EEF research.

Furthermore we fund interventions, along with quality first teaching, in order to have a positive impact on children's progress, attainment, attitudes to learning and self-belief.

Challenges

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

Challenge number	Detail of challenge
1	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the expected standard at the end Key Stage 1 and Key Stage 2. Limited parental engagement and low aspirations about what can be achieved and how to be successful; and limited access to positive rolemodels.
2	There are an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning
3	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. 23% of pupils receiving the Pupil Premium are on the SEN Register
4	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
5	Pupils having limited and non-equitable access to educational and other experiences such as trips, music lessons and school journeys as well as concerts, art galleries, museums, theatre
6	Pupils start Nursery or Reception with low language levels and/or are not prepared for school, for example not toilet trained

7	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, and spellings and having correct equipment in school such as a PE kit.
8	Limited parental engagement and low aspirations about what can be achieved and how to be successful; and limited access to positive rolemodels.

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. A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of key stages 1 and 2.	- Internal and External data will evidence this
2. A higher proportion of Pupil Premium pupils make accelerated rate of progress and diminish the differences.	- Analysis and consideration of data with evidence this
3. Gaps are identified and targeted interventions planned to address gaps.	- Provision and Progress meetings will be held termly so that this can be discussed and addressed
4. Children with speech and language difficulties are identified early and support is put in place to address areas of need	Children receiving SALT will make good progress in their SALT targets and their learning in school. • Bespoke plans and assessments will show needs are being met and progress made.
5. Pupils who have difficulties with social skills and relationships will develop confidence in their interactions.	Planned interventions and strategies to address these needs will be put in place LS drop in sessions held for staff
6. Pupils' can access learning because their basic needs are met to ensure they are ready physically, mentally and emotionally to learn	• Pupils will be happy, safe and ready to learn. • LS drop in sessions held for staff
7. Parents will feel confident in supporting their children with homework. They will feel able to support their children at home	Parents will know who they can talk to at school and how they can access support • Workshops will be arranged to support learning at home, teaching and learning

manage anxieties or address other parenting issues	in different curriculum areas and parenting skills •
8. Pupils will be provided with opportunities to take part in a range of social/cultural and sporting activities to enable them to have new/wider experiences	• New experiences will be offered to children e.g. orienteering, concerts, • Families supported so that children can attend extra-curricular clubs • Assistance with trips offered to some families • • School to ensure a wide range of activities, experiences and trips is available from N-6
9. To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in sport and interschool sports.	Targeted support will have a positive impact on self-esteem, participation levels and attendance. • Sports/Play leader at lunchtimes will lead games and play • Pastoral Lead to work with lunch staff each day • Well-being/pastoral lead support • Funding for clubs and sports kit
Summary of improved outcomes for all pupils.	Data, discussion and observation will evidence

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: £ £92,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start and T4W training to all adults in school to provide targeted interventions. *KL training for all adults* (£1800)	National and DFE funded leader in providing speech and language support to teachers and TAs to support children in schools EEF Teaching and Learning Toolkitoral language interventions- v high impact	2,6
Learning Support drop in sessions to support individual teachers with	EEF states that interventions like these have an “identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four	1,2,3,4,5,6,7

children's additional needs £500 Zones of Regulation whole staff training	months' additional progress on average)". The EEF also found that improvements appear more likely when "approaches are embedded into routine educational practices and supported by professional development and training for staff	
Recruitment and retention of additional classroom teachers for all year group. +1 per year group £900000	EEF teaching and learning research around reducing class sizes to maximise progress and attainment	

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

Budgeted cost: £ £19,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT teaching interventions (catch up)	EEF Teaching and Learning ToolkitTutor- high impact	1,2,3
Tutor- 1-1 and group tuition in Year 6	EEF Teaching and Learning ToolkitTutor- high impact	1,2,3

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for trips, extra-curricular clubs	Children have equitable access to learning- equality and inclusion There is much evidence to support the many benefits of learning an instrument, participation in creative	8

	activities and ‘widening the world’ for children	
Lunch Club A safe space that children who need it can go to at lunchtime and be quiet and off the playground.	EEF Teaching and Learning ToolkitSocial and Emotional learning	5,6,9

Total budgeted cost: £

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.