

# Pupil premium strategy

## Summary information of pupil premium (PP)

<b>Name of school:</b>	<b>Spring Gardens Primary School</b>		
<b>Academic year:</b>	<b>2020-21</b>	<b>Total PP budget for year:</b>	<b>£175,470</b>
<b>Total number of pupils:</b>	<b>378</b>	<b>Number of pupils eligible for PP:</b>	130 (Nov 2020 this is now 146)
<b>Amount per pupil:</b>	<b>£1345</b>	<b>Date of next PP strategy review:</b>	<b>September 2021</b>

## Mission statement

Spring Gardens Primary seeks to ensure the effectiveness of its use of the Pupil Premium. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. We work to make sure everyone has high aspirations for all pupils. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

## Current Attainment Summer 2020

	<b>Pupils eligible for PP – in school</b>	<b>National Benchmark pupils eligible for PP</b>	<b>National Benchmark pupils not eligible for PP</b>
% achieving age expected or above in Early Years (GLD)	No data due to covid 19 lockdown and partial school closure	No data due to covid 19 lockdown and partial school closure	No data due to covid 19 lockdown and partial school closure
% achieving expected standard Y1 phonics assessment			
% achieving the expected standard in reading, writing & maths – KS1			
Reading (% achieving expected standard) – KS1			
Writing (% achieving expected standard) – KS1			

Maths (% achieving expected standard)- KS1			
% achieving expected standard or above in reading, writing & maths – KS2			
Reading (% achieving expected standard) – KS2			
Writing (% achieving expected standard) – KS2			
Maths (% achieving expected standard)- KS2			

### Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	<b>School Context of Deprivation:</b> Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.3 (decile 2) compared to National of 0.2. We have an IMD of 2 (score: 35.9). 54% of our pupils (231 pupils) live in decile 1 & 2 areas and in the 20% most deprived areas nationally. A further 10% (43 pupils) live in decile 3 areas. 83% of our pupils eligible for PP live in deciles 1, 2 and 3 areas.
B.	<b>Social Care Needs:</b> Our school has a large number of families supported historically or currently by outside agencies including social care, family support workers and Early Help Assessments (EHA). Currently 100% of our current caseload are pupils eligible for PP (November 2020). Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities.
C.	<b>Attainment on Entry:</b> More than 70% of our children enter nursery with knowledge and skills that are below those expected for their age in the majority of the curricular areas. A significant proportion have skills that are working within 16-26 months in the specific areas of the curriculum. On average 35% of our cohorts require SALT referrals.
D.	<b>SEND:</b> Inspection Data Summary Report (IDSN) April 19 identified 13.6% of pupils receiving SEN support against a national average of 12.2%. A further 0.7% of pupils had an SEN statement or EHC plan against a national average of 1.3%. SEN cohorts vary across year groups. Currently the percentage of pupils across the school (Rec-Y6) with identified SEND is 21.1% (November 2020). Currently 29.4% of pupils registered for FSM6 have an identified SEND.
E.	<b>COVID 19: NATIONAL LOCKDOWN:</b> Due to the global Coronavirus pandemic, schools were closed to most pupils in March 2020. Engagement with home learning during this period was varied across our pupil premium families with some PP children engaging well and some families struggling to engage for a range of reasons. The impact of COVID has led to gaps in learning alongside negative impacts on the mental and physical wellbeing of some children and their families.
External barriers:	
F.	<b>Attendance:</b> Absence rates for pupils eligible for PP are higher than for other pupils nationally. This reduces their hours and causes them to fall behind on average. <b>Attendance:</b> The last validated data for overall attendance half terms 1-6 in 2018-2019 showed FSM6 pupils at 93.5%. In addition, 17.9% of FSM6 pupil were Persistent Absence (PA) pupils. Both outcomes were below national and absence rates are too high. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment and progress.

<b>G.</b>	<b>Mobility and Stability:</b> Within our current cohort (September 2020), we have a number of children (54 -14.6% of our school population) who have joined our school at a point other than in reception. 52% of these 'mobile pupils' are registered for FSM6.
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### Aims and outcomes

<b>Desired outcome:</b>		<b>Success criteria:</b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in FS	Pupils eligible for PP make rapid progress by the end of FS so that a greater proportion pupils eligible for PP meet age related expectations.
<b>B.</b>	Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, <i>Our current FSM6 entitlement is Rec=30%, Y1=45%, Y2=45%, Y3=43%, Y4 47%, Y5=37%, Y6=36%</i>	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>C.</b>	Continue to ensure that teaching, learning and assessment across the school is at least good for all pupil groups with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be at least good overtime ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>D.</b>	Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	Overall attendance rates for pupils eligible for PP will improve and be at least in line with national and comparable with other pupil groups. There will be a decrease in the number of persistent absentees among pupils eligible for PP. This will be at least in line with national and comparable with other pupil groups.
<b>E.</b>	Continue to improve children's mental health, wellbeing and behaviour through the introduction of Thrive and the Thrive Approach and introduction of Mental Health first aid.	Pupils who are experiencing emotional and behavioural difficulties will be supported through Thrive and/or Mental Health First Aid approaches. This will ensure the mental health and well-being of our pupils remains a high priority.

## Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<b>1. Quality of teaching for all</b>					
Improved oral language skills in FS	Helicopter Stories	Working within our local cluster of schools and our local teaching schools they had evidence that this was an effective approach to improving early language skills.	New staff will receive training and support to introduce this approach. Children's progress and attainment will be monitored to evaluate impact on pupils' attainment.	FS coordinator	Summer 2021
Improved oral language skills in FS	Staff training ELKLAN	We have previously been involved with EEF research into early language acquisition and intervention programmes. Although a specific programme will not be delivered the staff will be able to deliver quality first teaching to better provide for children with delayed language acquisition.	New staff will receive training and support to be more effective at addressing the language needs of groups and individuals within the FS. Children's progress and attainment will be monitored to evaluate impact on pupils' attainment.	FS coordinator	Summer 2021
Improved oral language skills in FS & KS1	Staff training – Launchpad for literacy	We want to continue to invest some of the PP in longer term change which will help all pupils. Local involvement with this project would suggest that this is a suitable approach to embed good practice across school.	Twilight training for staff. Learning walk, lesson observations and book looks to establish that training has been embedded. Pupil progress meetings will evaluate impact on pupils' attainment.	English leader Key stage leaders	Summer 2021
Improved progress and attainment in maths KS2	Utilisation of teaching expertise to support recovery curriculum in maths	In light of increasing budgetary constraints it has been necessary to utilise the expertise of our numbers count practitioner in an alternative capacity. She will be deployed as a class teacher in	Pupil progress meetings will evaluate impact on pupils' attainment.	Numbers count teacher	Summer 2021

		upper KS 2 to support the recovery curriculum in maths it is felt that utilising those skills in this phase of school will have greatest impact for recovery in the mathematics			
<b>Total budget cost</b>					£77,000
<b>2. Targeted support</b>					
Improved oral language skills in FS	BLAST intervention for FS pupils- Boosting Language Auditory Skills and Talking	Some pupils need targeted support to catch up. This programme which has been independently evaluated and shown to be effective in other schools. Oral language interventions are suggested as having positive impact by EEF toolkit. It had appositive impact last year so will be continued.	Staff delivering the programme will be trained Timetable organisation will ensure that staff delivering the intervention have sufficient preparation and delivery time. Pupil progress meetings will evaluate pupil progress	EYFS staff	Summer 2021
Improved progress in KS1 and KS2	Better Reading Partnership	Some pupils need targeted support to catch up. This programme which has been independently evaluated and shown to be effective in other schools and our own.	Timetable organisation will ensure that staff delivering the intervention have sufficient preparation and delivery time. Pupil progress meetings will evaluate pupil progress	KS1 & 2 HLTA/ TA	Summer 2021
Improved progress in KS 1 and 2	Lexia	Some pupils need targeted support to catch up. We are currently engaged with the EEF evaluation of this programme. We are also able to use the programme with other learners in school, in addition to those taking part in the study	Timetable organisation will ensure that staff delivering the intervention have sufficient preparation and delivery time. Pupil progress meetings will evaluate pupil progress	KS1 & 2 Class teachers	Summer 2021
<b>Total budget cost</b>					£46,800
<b>3. Other approaches</b>					

Increased attendance rates	Learning mentor to monitor pupils and quickly follow up on absences and offers pastoral support for individuals and families	We can't improve attainment for children if they aren't actually attending school. Briefings for school leaders identifies addressing attendance as a key step.	Learning mentor and HT will collaborate to ensure provision and standard school processes work smoothly. Daily, Weekly and ½ termly monitoring of attendance.	Headteacher	ongoing
Increased attendance rates	Breakfast club to be used to support poor school attendance	We can't improve attainment for children if they aren't actually attending school. Briefings for school leaders identifies addressing attendance as key step	Regular evaluation of pupil uptake of breakfast club related to attendance	Headteacher	ongoing
<b>Total budget cost</b>					£51,000

### Review of expenditure

Previous Academic Year 2018/19			
Desired outcome	Action/approach	Estimated impact	Lessons learned – continuation of strategy
Improved oral language skills in FS	Helicopter Stories	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>The last available data was from the previous academic year, which showed: Attainment in end of foundation stage assessments remained static, however considering the very low on entry data</p>	We will be continuing with this approach next year, as it has previously proved to be very effective

		for this cohort of children progress was good. Between 63 and 74% of pupil premium children made better than expected progress in Listening & attention, reading the writing. In nursery similar levels of progress were seen using this approach.	
Improved oral language skills in FS	Staff training – T4W	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>The last available data was from the previous academic year, which showed:</p> <p>Across school 60% of children are at ARE or above in writing at the end of summer term, 13% above. 59% of pp at ARE</p> <p>End of KS data:  EYFSP: 68% (NA 74) expected in writing 12% exceeding this is slightly lower than in 2018 however considering the very low starting point of this year's cohort this demonstrates good progress.  KS1: 68% (NA 69) achieved expected standard or above with 9% achieving greater depth. 65% of PP pupils met expected standard a 12% improvement on 2018 and 10% above NA for this group of pupils.  KS2:72% (NA 79) achieved expected standard with 15% Greater depth (this is a 5 % improvement on 2018).Attainment for pp was 59% .Progress score for writing is +1.</p>	We will be continuing with this approach next year as it is now embedded in our practice of teaching writing across school.
Improved oral language skills in FS	Staff training ELKLAN	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p>	We will continue this approach next year, as we are confident it help in our recovery curriculum and address gaps in children's learning due to school closure.

Improved progress and attainment in reading in KS1 and KS2	Staff training – reciprocal reading/ inference	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p>	We will be continuing with this approach next year as it is now embedded in our practice of teaching reading across school.
Improved progress and attainment in maths in FS, KS1 & KS2	Staff training from White Rose	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>The last available data was from the previous academic year, which showed:</p> <p>Across school 74% of children are at ARE or above in maths at the end of summer term, 29% above. 60% of pp at ARE</p> <p>End of KS data:  EYFSP: 75% (NA 80) expected in number 11% exceeding this is slightly lower than in 2018 however considering the very low starting point of this year's cohort this demonstrates good progress.  KS1: 83% (NA 76) achieved expected standard or above with 21% (22) achieving greater depth. 85% (NA 63) of PP pupils reached expected standard  KS2:75% (NA 79) achieved expected standard with 22% (NA 27) Greater depth (this is a 12 % improvement on 2018).  However attainment for pp pupils fell to 55%, this group was unusual in that girls formed 2/3 of the pp group, forming the majority of the low prior attainment group and double the number of SEND pupils to boys.</p>	We will be continuing with this approach next year as it is now embedded in our practice of teaching maths across school.
Improved oral language skills in FS	BLAST intervention for FS pupils- Boosting Language Auditory Skills and Talking	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>The last available data was from the previous academic year, which showed:</p>	We will be continuing this approach next year

		<p>Attainment in end of foundation stage assessments remained static, however considering the very low on entry data for this cohort of children progress was good. Between 63 and 74% of pupil premium children made better than expected progress in Listening &amp; attention, reading the writing.</p>	
Improved progress in KS1	Numbers count intervention	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>The last available data was from the previous academic year, which showed:</p> <p>KS1: 83% (NA 76) achieved expected standard or above with 21% (22) achieving greater depth. 85% (NA 63) of PP pupils reached expected standard 16 children received number count intervention in Year 2 with an average gain of 13.1 months progress during the 12 week programme. For pp pupils the gain as 12 months.</p>	<p>We will be utilising the skills of the numbers count teacher in upper KS2 to address help support the recovery curriculum</p>
Improved progress in KS 1 and 2	Lexia	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>We have been part of the EEF trail into using Lexia. We have not yet received data from the trial, but will continue to use the programme and review in light of the data when it is shared.</p>	<p>We will be continuing this approach next year</p>
Increased attendance rates	Learning mentor to monitor pupils and quickly follow up on absences and offers pastoral support for individuals and families	<p><b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b></p> <p>The last available data was from the previous academic year, which showed:</p> <p>Attendance for the year 95.6% (NA 2018 95.8) and PA 8.05% (for the children</p>	<p>We had begun to see improvement in attendance data prior to covid 19 lock down, therefore we will continue with this strategy next year</p>

		<p>currently on school role) (NA 2018 8.7).  LA data pack reports PA as 10.4%  (however the figure from the data pack  last year reported our PA as 2.42%  higher than that published in ASP)  This compares to 95.2% for last  academic year with PA at 11.4% (Data  from ASP).  Further to our change in policy regarding  term time holiday's year to date 0.74%  absence is due to holidays this compare  to 0.79% for the same period last year.</p>	
Increased attendance rates	Breakfast club to be used to support poor school attendance	<b>No data for 2019-2020 linked to COVID-19, national lockdown and closure of schools.</b>	We will be continuing to use this provision.