

School overview

Detail	Data
School name	Springdale First School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2
Date this statement was published	31/12/2022
Date on which it will be reviewed	December 2023
Statement authorised by	Debbie Budden, Headteacher
Pupil premium lead	Simonne Burgess, Inclusion Lead
Governor / Trustee lead	Michelle Lewis, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,604
Recovery premium funding allocation this academic year	£2,000
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	£21,604

Part A: Pupil premium strategy plan

Statement of intent

At Springdale First School, we believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. We implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Principles:

Although our numbers are relatively low, we recognise:

- Teaching and learning opportunities must meet the needs of all of the pupils. The universal offer is linked to quality first teaching and the expectation is that teachers are teachers of all children.
- We adopt evidence informed approach to PP spending to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In line with the recommendations of the EEF's Pupil Premium Guidance (June 2019), we adopt a tiered approach to Pupil Premium spending, allowing us to balance approaches to improving teaching, targeting academic support and supporting wider strategies to remove barriers to learning.
- Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age-related expectation and matching the attainment of their peers.
- We will use the latest evidence-based research on proven strategies that work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils. This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Recovery premium: the application of the recovery curriculum funding runs concurrently with this plan to address evidence of underperformance due to the covid pandemic.

Challenges

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

The gap between non pupil premium and pupil premium has widened since COVID 19 lockdown
 2 Speech and language has become a challenge to access learning for younger pupils
 3 Increase in social emotional behaviours due to COVID

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and phonics gaps. These gaps are evident in Key Stage 1 data.
2	Assessments, observations, and discussions with pupils indicate SPAG gaps. These gaps are evident in KS2 data.
3	Analysis of home reading habits, in KS2, has shown that a higher proportion of disadvantaged children do not read with an adult at home compared to non-disadvantaged children.
4	Observations, audits and progress review meetings, highlight that pupils need to be given the tools they need to develop independence and to be able to self-scaffold.
5	Assessments, observations and discussions with pupils and families have identified social and emotional barriers for many disadvantaged children. There has been an increase in social and emotional behaviours over the past 18 months. In addition, teacher referrals for support have increased over the past academic year.

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
Teaching across the school will be high quality and all children will be receiving the support they need in order to make progress and achieve highly.	All teachers will have an increased range of strategies to support the needs of all the children in their class.
Gaps in learning will be eradicated.	Children attending additional catch-up intervention groups will be able to make accelerated progress.
To increase reading fluency and comprehension.	All disadvantaged children will be reading at least three times a week.
Disadvantaged children's social and emotional needs are being met.	Disadvantaged children and families are accessing appropriate emotional, behavioural and family support when required. This will result in families who are engaging positively with the school and children who are settled and ready to learn.

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: £9,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and Core Subject Leaders closely monitor and intervene where the progress of PP learners is below that of non-disadvantaged learners or below that of their expected attainment pathway.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium. SLT and core leaders promote positive engagement and teaching strategies for PP pupils. SLT and core leaders track PP pupil progress and use the monitoring cycle to ensure quality first teaching is robust and meets need. Swift and timely intervention is signposted if needed to ensure sustained, rapid progress.	1, 2, 3, 4
Developing staff subject knowledge, confidence and skills to ensure Quality First Teaching is embedded throughout the wider curriculum.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.	1, 2, 3, 4
Maths lead to provide continuous CPD on the use of NCTEM Maths scheme.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf	4
English lead to provide CPD on Reading into Writing.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.	1,2,4
Maximising the Impact of Teaching Assistants	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Class Number	An independent EEF trial found that 1 st Class@Number had a positive impact on mathematical skills, particularly for the lowest attaining pupils.	4
Additional Speech and Language/Phonics sessions targeted at disadvantaged pupils who require further S&L/Phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,4
1:1 Reading sessions for disadvantaged children with a focus on comprehension skills.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement, and improved outcomes. The 1:1 programme support the skills of becoming a confident, fluent https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3,4

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

Budgeted cost: £7,400

Activity	Evidence that supports this approach	Challenge number addressed
ELSA	The EEF highlight that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5
Poetry workshops with a children's author	Improve pupils' confidence, communication skills and sense of wellbeing post COVID. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2-Lit-Readers-theatre.pdf	3,5,
Art Workshop with a local artist.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Personal library To encourage wider reading and creating a library of quality rich texts for children to enjoy at home.	The EEF highlight (<i>Recommendation 2: Improving Literacy in Key Stage 1</i>) that it is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in reading. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of topics. https://literacytrust.org.uk/news/owning-books-boosts-childrens-literacy-and-mental-wellbeing/	1,3,4
Dorset Reading Partners	The EEF highlight (<i>Recommendation 2: Improving Literacy in Key Stage 1</i>) that it is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in reading. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of topics	1,3,4
Trauma Informed and Mental Health-Informed School (Practitioner Status)	Professor Tamsin Ford (University of Exeter Medical School) states that "schools are our default line service in relation to mental health" (2018), In light of this, Springdale have selected two members of the Senior Leadership Team to complete a practical skills based training course underpinned by over 1000 evidence-based psychological, medical and neuroscientific research studies. Our intent is to inform and empower school staff to respond effectively to vulnerable children and those who have suffered a trauma or have a mental health issue.	5

Total budgeted cost: £21,604

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.

Our internal assessments during 2021/22 identified that the performance of disadvantaged pupils was good in the core curriculum specifically, leading to the vast majority of pupils meeting or exceeding their target. This is due to a robust monitoring cycle which has a clear focus on Quality First Teaching. As an outcome of this robust cycle, the school was able to direct an additional teacher to undertake targeted tuition based on class teacher's formative assessment. This supported the quote from the EEF – guide to the Pupil Premium *“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils.”*

The role of the Teaching Assistant has been a key driver for this academic year. Most Teaching Assistants have completed a TA course which focused on enabling all learners to become more independent. This includes the use of Working Walls, prompting, clueing and scaffolding as key strategies. Monitoring shows some evidence of these strategies being implemented and this will continue to be a focus across the school.

13% of PP children have accessed 1stclass@number – 100% of pupils made at least 3 months progress in Maths.

Children who have attended evidence-based interventions made progress. In 1st class@number, all children made at least 2 additional months progress in Maths. All disadvantaged children received 1:1 reading intervention at least three times a week. This led to good outcomes in both word recognition and comprehension. The school invested support from Dorset Reading Partnership to foster a love of reading for our disadvantaged children. This exposed the children to a wider range of texts, which aligns with the school's “Love to Read” strategy. To further enhance children's motivation and engagement, all children were able to choose a range of books on a termly basis alongside their class teacher, which in turn led to the children having access to a personal library of rich, quality texts.

With the intent to inform and empower staff to respond effectively to the emotional, behavioural, and circumstantial needs of all vulnerable children, the school have provided CPD for all members of staff and the school can now be classed as a trauma informed school. In addition, all members of the leadership team can respond effectively to mild to moderate mental health problems.

Attendance data for most of our disadvantaged children is in line with National attendance data for disadvantaged children. 78% of our PP children reported that they are happy to come to school and feel safe when at school. When the children who reported that they did not feel safe were asked for reasons why, it was linked to matters outside of the school setting.

Access to Early Help through the strategic use of ELSA, Coaching programmes, and the Wave Project for individual cases has been implemented this year. As a result of this, families are engaging positively with the school and there are children who are settled and ready to learn.

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
Standardised Reading and Maths tests.	NTS
Spelling Frame	Spelling Frame