



Springdale places the highest priority on the safeguarding and protection of children

SCHOOL OVERVIEW

Detail	Data
School name	Springdale First School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1
Date this statement was published	31/12/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Debbie Budden, Headteacher
Pupil premium lead	Simonne Burgess, Inclusion Lead
Governor / Trustee lead	Debbie Prince, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,210
Recovery premium funding allocation this academic year	£2,619
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,829
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 Reception and Year 1 data.
2	Assessments, observations, and discussions with pupils indicate SPAG gaps. These gaps are evident in KS2 data.
3	Assessments, observations and data analysis indicated underdeveloped number fluency.
4	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.
5	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.

6	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.
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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. Data would show that the children will have met or exceeded their end of year target.
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. (Home and school).
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: £12,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT closely monitor and intervene where the progress of PP learners is below that of non-disadvantaged learners and 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 promote positive engagement and teaching strategies for PP pupils. SLT tracks PP pupil progress and uses 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
Additional Teacher (1.5 Terms) in KS2, to offer targeted tuition.	"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 number fluency. Maths lead will monitor the impact of CPD on the disadvantaged group.	“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	3
English lead to provide CPD on SPAG. English lead will monitor the impact of CPD on the disadvantaged group.	“Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils”-EEF guide to the Pupil premium.	2
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	3, 2, 1, 4

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

Budgeted cost: £9,000

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.	3
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
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	4
Educational Psychologist	Universal training on relevant topics. - Emotional Literacy, Solution-Focused Approaches, Restorative Approaches.	6

Whole staff training on supporting LAC children	- Attachment, Autism, ADHD, and Foetal Alcohol Spectrum Disorder.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,550

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	6
After School 'Theatre' Club led by Teachers	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 https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4,5, 6
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
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	1,4
Trauma Informed and Mental Health-	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	6

Informed School (Practitioner Status)	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.	
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Total budgeted cost: £32,829

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.

The academic year 2020/2021 was another year which was affected by periods of isolation and school shutdown. However, lessons were learned from the lockdown of 2019/2020 and the school was able to identify which disadvantaged children were particularly at risk of falling behind and these children were invited into school to join the children of key workers. This resulted in these children continuing to make progress. The disadvantaged children who were at home during the lockdown benefitted from daily video lessons, pre-recorded by their class teacher. 17% of our disadvantaged families received laptops to enable their child to access online learning and join in with the weekly live lessons. All disadvantaged families were phoned weekly by the Inclusion Lead and a familiar adult in their year group.

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
Third Space Learning	Third Space
Spelling Frame	Spelling Frame