

Pupil Premium Strategy 2021-2024

School overview								
School name		Springdale First School		Percentage PP pupils			7%	
Pupil premium lead		Simonne Burgess		Governor lead			Debbie Prince	
Publish date		December 2021		Review date			December 2022	
Funding Summary: Year 1					Funding estimate: Year 2		Funding estimate: Year 3	
Total number of pupils	PPG received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£30,210	Estimated pupil numbers	300	Estimated pupil numbers	300
	Number of pupils eligible for PPG	23	Actual PPG Budget	£32,829	Estimated number of pupils eligible for PPG	25	Estimated number of pupils eligible for PPG	25
	EY	3			Estimated funding	£33,625	Estimated funding	£33,625
	KS1	7						
	KS2	13						

The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

3-year long-term pupil premium strategy

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.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. 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. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

- Ensuring all staff have an awareness of what constitutes Quality First Teaching (Introduce, refine, embed).
- Providing staff with the knowledge and skills to intervene and plan for effective interventions when needed.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.
- Ensuring that the PPG reaches the pupils who need it most building upon readiness for learning and emotional/self-regulation support.

Barriers to future attainment		
Academic barriers to attainment	Non-academic barriers to attainment	
Lower starting points – weaker basic skills on entry to school.	Lack of focus and confidence, sometimes due to poor mental health and well-being.	
Readiness for learning due to poor transitions (COVID 19)	Difficulties with social skills and peer relationships, impacting upon learning behaviours.	
Narrower vocabulary and weaker oracy and communication skills.	Experience of the ACES and trauma	
Fewer enriching life experiences (impacting lack of stimulus for learning and difficulties in making links in learning).	Financial crisis, debt and redundancy	
	Cohort features 2021-22:	% of PPG
	SEN and PP:	1%
	CIN, CP, Trauma, bereavement,	1%
	EAL	0%
	Early Help	0%
Fewer PPG children gaining GLD at end of year in comparison to non PPG	COVID 19 and the implications on family units, support and work	

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted in evidence informed practice; using robust evidence alongside professional expertise to make decisions.

We:

Explore

- Identify a key priority that we can address which is clearly linked to the School Development Plan.
- Systematically explore appropriate programmes and practices.
- Examine the fit and feasibility with the school based on current cohort needs.

Prepare

- Develop a clear, logical and well-specified plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations and equip whole school staff to enable plan to be a clear priority.

Deliver

- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support.
- Drive faithful adoption and intelligent adaption.

Sustain

- Plan for sustaining and scaling the intervention from the outset.
- Continually acknowledge, support and reward good implementation practices.
- Treat scale-up as a new implementation process.

Our tiered approach

Our tiered approach comprises three categories:

1. Teaching – ensuring good if not outstanding teaching for all pupils.
2. Targeted academic support – evidence informed interventions.
3. Other wider approaches – addressing non-academic barriers to learning.

We identify priorities and approaches within each category. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. 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.
2. Professional development: Maximising the impact of Teaching Assistants,
3. Support from Hamwic education trust to implement and support impact evaluations.

Targeted academic support

1. Structured interventions: An improved broader and balanced curriculum which will impact knowledge, develop skills and wider vocabulary, vocabulary interventions for pupils with poor oral language and communication skills, Loopy Maths model, Full-time Teaching Assistants in each Year group, Multi-Sensory Learning, Teacher led interventions including pre teach, Precision teaching, spelling frame, 1st Class number, remote learning introduced and all teachers using
2. One to one feedback approaches including pupil conferencing
3. Begin the Third space Maths intervention programme as part of a catch up Programme

Wider strategies

- Personal library to ensure to encourage wider reading and creating a library of quality rich texts for children to enjoy at home.
- Trauma informed and mental health informed school - 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.
- Theatre club (COVID 19 dependent)

- Emotional Literacy Support (ELSA)
- Developing the Communication and Interaction (CI) resources in the EY and KS1.

Our review process

A Pupil Premium Review will take place each year, with a colleague from the MAT. During the review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed every half term at Pupil Progress Meetings (with the headteacher, class teacher and other key staff involved with the class/specific pupils). If a child is both SEND and PPG this target setting is increased through a Pupil Centred Planning document.

During all monitoring, there is a spotlight upon the progress, quality of work and attainment of pupils in receipt of PPG. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

The headteacher is responsible for ensuring that the pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The school publishes its strategy for using the pupil premium on the school website. The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website

Action 1:	Quality First Teaching leads to accelerated progress for all learners.		
Area of Improvement:	Quality of teaching		
Intended outcomes:	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.	Success Criteria:	<p>By the end of 2022</p> <ul style="list-style-type: none"> 66% of Reception children would have met the goal in Speaking and Listening. 80% of the children in Years 1 -4 will be working in line with National Expectation. Some children would have exceeded their end of year target. <p>By the end of 2023</p> <ul style="list-style-type: none"> Greater % of children will be working in line with National Expectation. Increased number of children meeting the goal in Speaking and Listening. <p>By the end of 2024</p> <ul style="list-style-type: none"> All children will meet Early Learning Goal in Reception. Greater % of children will have exceeded their end of year target.
Led by:	Senior Leadership Team, English and Maths Lead.		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Engagement in Hamwic Education Trust and resources available through intranet (training tools) – Which resources are we using? Staff to identify and target set PPG pupils and their books Ongoing Inset training on Quality First Teaching 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> SLT to mentor where progress has been identified as slow Teachers to refine their own practice and self-evaluate areas of improvement Book and progress meetings in school and Hilary trust for PPG pupils SLT monitoring 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> All teachers aware of how to support all pupils Staff confident in setting targets and measuring impact Parents and children- feedback on support All teachers are 'good if not outstanding' practitioners

	<ul style="list-style-type: none"> • SLT to identify gaps in learning and skills (SEND knowledge) through monitoring. • Staff choose an area of development through performance management this will include further research and evidence based practice. • SLT to analyses all key groups data and attendance • A growing understanding of Metacognition- all staff to be aware and using these methods to embed key skills with children • Every teacher given the 'knowledge' to use features of outstanding practice • EYFS pupils identified and tracked through pupil progress meetings • Staff training and awareness supported through Hamwic Ed Trust • All teachers to ensure that PPG children have additional reading in school • Begin SEND CPD in Summer Term. 	<ul style="list-style-type: none"> • Data beginning to improve for Year 2 pupils (current Year 1) • New EYFS cohort identified • Identify areas of need for Key Stage 1 & 2 • Refine and evaluate impact for S&L role • Continue staff development through staff meetings • PP Governor complete learning walks with Head teacher and PPG lead • Children who did not attain GLD identified and gaps reduced/targeted immediately • A refined understanding of Metacognition • Begin to embed SEND CPD strategies 	<ul style="list-style-type: none"> • Middle leaders share research and evidence based practice to support specific learning needs. • SLT have a clear understanding of the skillset of their staff (strengths) • All staff embed Metacognition within their teaching • Continue to embed SEND CPD strategies
Annual impact notes	Annual review notes, 2021-22:	Annual review notes, 2022-23	Annual review notes, 2023-24
Annual review assessment	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations

Anticipated expenditure	Year 1	Year 2	Year 3
	CPD training for TA's provided by Hamwic in the Summer Term.	Is the expenditure anticipated to <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same	Is the expenditure anticipated to <input type="checkbox"/> Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same
Actual expenditure		£	£
Total expenditure:	£		

Action 2:	The use of targeted interventions ensure rapid and effective progress supporting: Cognition and Learning, Communication and Development (CI)		
Area of Improvement:	Quality of teaching Staff knowledge and Understanding-CPD Staff being able to identify CI needs		
Intended outcomes:	Children will have improved Communication skills All children will have access to a curriculum which enables them to achieve, be independent and make strong transitions Interventions will be timely, effective and show positive outcomes, with pupils catching up rapidly.	Success Criteria:	Greater % of children working in line with National Expectation year on year. Interventions will be reflective of need and adapted accordingly. Intervention data will show children are making accelerated progress. Staff will feel equipped to support and develop all learners
Led by:	Senior Leadership Team/Subject Leaders		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1:	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual

	<ul style="list-style-type: none"> Engagement in Hamwic Education Trust and resources SLT to identify gaps in learning and skills (SEND knowledge) through monitoring. Staff choose an area of development through performance management this will include further research and evidence based practice. A growing understanding of Metacognition- all staff to be aware and using these methods to embed key skills with children Every teacher given the 'knowledge' to use features of outstanding practice Implement 1st Class at Number, Spelling Frame and Third Space Maths intervention packages and evaluate impact. 	<p>review):</p> <ul style="list-style-type: none"> Identify areas of need for Key Stage 1 Continue staff development through staff meetings A refined understanding of Metacognition All interventions are reviewed and moderated through SLT to ensure effectiveness The Den and Pod are up and in practice- children are beginning to have careful transitions planned Parent feedback and children's voices heard Data reviewed to ensure Catch Up programmes were effective SLT to reflect on COVID 19 what can be learnt and carried forward? 	<p>review):</p> <ul style="list-style-type: none"> All teachers aware of how to support all pupils SLT have a clear understanding of the skillset of their staff (strengths) All staff embed Metacognition within their teaching S&L is an integral part of EYFS ensuring good progress in Communication
Annual impact notes	Annual review notes, 2021-22:	Annual review notes, 2022-23	Annual review notes, 2023-24
Annual review assessment	<p>The intervention/action is performing:</p> <p><input type="checkbox"/> Above expectations</p> <p><input type="checkbox"/> As expected</p> <p><input type="checkbox"/> Below expectations</p>	<p>The intervention/action is performing:</p> <p><input type="checkbox"/> Above expectations</p> <p><input type="checkbox"/> As expected</p> <p><input type="checkbox"/> Below expectations</p>	<p>The intervention/action is performing:</p> <p><input type="checkbox"/> Above expectations</p> <p><input type="checkbox"/> As expected</p> <p><input type="checkbox"/> Below expectations</p>
Anticipated expenditure	Year 1	Year 2	Year 3
	<p>1st Class at Number</p> <p>2 x weekly sessions for identified children. Link teacher and 2 x TA's trained to support the intervention.</p>	<p>Is the expenditure anticipated to</p> <p><input type="checkbox"/> Increase</p> <p><input type="checkbox"/> Decrease</p> <p>X Remain the same</p>	<p>Is the expenditure anticipated to</p> <p><input type="checkbox"/> Increase</p> <p>X Decrease</p> <p><input type="checkbox"/> Remain the same</p>

Spelling Frame Individual log-in. Weekly spellings challenges set. Weekly monitoring by teachers. Individual support for children and families when required.		
Third Space Maths – 1 x weekly session. Follow up support given in classroom.		
Actual expenditure	£	£
Total expenditure:	£	

*please note intervention lists have ‘touch’ details for PPG pupils

Action 3:	Pupils Social, emotional, Mental health is strong, ensuring that they are secure in their next step in their education.		
Area of Improvement:	Quality of teaching Staff knowledge and Understanding-CPD Staff being able to identify SEMH needs		
Intended outcomes:	Pupils will have the ability to self-regulate and aspire to be confident and proud of whom they are, enabling them to take the next step in their education successfully.	Success Criteria:	Springdale First School will be a Trauma Informed school. There will be qualified members of staff to support both pupils and adults in mental health and well-being. Springdale will create an environment of safety that has strong, positive and supportive relationships.
Led by:	Inclusion Lead		
	Year 1	Year 2	Year 3

Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • PPG Year 1 and Year 2 priority for this year- self regulation and emotional resilience to introduce learning skills • Staff training and awareness supported through Hamwic Ed Trust • Raise the profile of SEMH through displays and school website • Graduated response for Mental Health and Well-being introduced to staff. • Teaching and Learning Lead - Coaching and mentoring position • Develop PHSE curriculum to implement mental health and well-being. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Parent feedback and children’s voices heard • Data reviewed to ensure Catch Up programmes were effective • SLT to reflect on COVID 19 what can be learnt and carried forward? • SLT to review behaviour management policy and consider a relationship policy. • Monitor PHSE curriculum to ensure knowledge and key concepts are embedded. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • All teachers aware of how to support all pupils • SLT have a clear understanding of the skillset of their staff (strengths) • All staff embed Metacognition within their teaching • S&L is an integral part of EYFS ensuring good progress in Communication • Continue to monitor PHSE curriculum.
Annual impact notes	Annual review notes, 2021-22:	Annual review notes, 2022-23	Annual review notes, 2023-24
Annual review assessment	<p>The intervention/action is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	<p>The intervention/action is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	<p>The intervention/action is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations
Anticipated expenditure	Year 1	Year 2	Year 3
	<p>1 x member of SLT undertaking Trauma informed training. Whole school INSET – Trauma informed school. Weekly ELSA sessions for identified children.</p>	<p>Is the expenditure anticipated to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease X Remain the same 	<p>Is the expenditure anticipated to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same

H A M W I C  T R U S T
EDUCATION

Actual expenditure		£		£
Total expenditure:	£			

Aim for pupil attainment for the coming year

Measure	Baseline		GLD	Year 1 Phonics			Year 2 Phonics		
Reception (3 pupils)	66% off track 33% on track		66%	100%			100%		
	Reading			Writing			Maths		
	Below ARE	ARE	GD	Below ARE	ARE	GD	Below ARE	ARE	GD
Yr 1	0%	100%	0%	0%	100%	0%	0%	100%	0%
Yr 2	0%	80%	20%	0%	80%	20%	0%	80%	20%
Yr 3	25%	50%	25%	12%	76%	12%	12%	76%	12%
Yr 4	0%	60%	40%	0%	60%	40%	0%	60%	40%

Average PPG child enters 4 months below and 9 months below by end of Year 2

Aim for pupil progress for the coming year

Key	
Below average progress	
Average progress	
Above average progress	

	Reading			Writing			Maths		
	Below ARE	ARE	GD	Below ARE	ARE	GD	Below ARE	ARE	GD
Reception									
Yr 1	0%	100%	0%	0%	100%	0%	0%	100%	0%
Yr 2	0%	80%	20%	0%	80%	20%	0%	80%	20%
Yr 3	25%	50%	25%	12%	76%	12%	12%	76%	12%
Yr 4	0%	60%	40%	0%	60%	40%	0%	60%	40%