

# 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 Vale Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	118 (36%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 – 1 year plan due to year on year expansion until 2025-26
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr C Blunt – Headteacher
Pupil premium lead	Mrs K Kelly – Deputy Headteacher
Governor / Trustee lead	Mr I Spooner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,710
Recovery premium funding allocation this academic year	£16,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176,675

## Part A: Pupil premium strategy plan

### Statement of intent

School development plans for 2021/22 will recognise that there are gaps in achievement between certain groups of pupils across school – these vary slightly from cohort to cohort. It is therefore necessary to raise the attainment and achievement of these groups. Raising the attainment and achievement of Pupil Premium children to reach at least national expected standard is a school priority (2021-22). Children who did not make good progress in the last academic year – as well as being impacted by COVID 19 school closures - will be expected to make accelerated progress during the year through quality first teaching and early intervention.

### The pupil premium is allocated:

- For any pupil registered as free school meals at any point in the last 6 years (Ever 6)
- For any pupil who has been looked after for 1 day or more
- For any child who has been adopted from care
- For any child who has left care under a special guardianship order, a residence order or a child agreement order
- For any child whose parents are currently serving in the armed forces

Our pupil premium money has been used to provide a range of additional support for our children to enable them to make progress and ensure the gap between disadvantaged and others is closed. Our Pupil Premium Strategy is rooted through our whole-school ethos.

### Objectives in spending Pupil Premium:

- All pupils receiving PP or LAC to make expected progress at the end of KS2 in reading, writing and maths.
- Monitor progress termly from end of EYFS and provide intervention in KS1 if not on track to make expected progress
- Monitor progress termly from end of KS1 and provide intervention in KS2 if not on track to make expected progress
- Individual pupils are tracked for their progress using Pupil Premium
- Extra-curricular activities and lunch time clubs are provided to help to build enrichment opportunities and provide social, emotional and mental health and well being

### Barriers to learning:

- Attendance – especially persistent absence for our most vulnerable children
- Standards on entry are significantly below national expectations
- Aspirations for the future for some of our disadvantaged families
- Language barriers for non- English speaking disadvantaged families
- Social, emotional and mental health and well-being – pastoral care
- Lack of enrichment activities in the home

### Measuring the impact of Pupil Premium:

This will be measured and evaluated through the SIP 2021-22 actions in the Pupil Premium and the Outcomes section. Pupils eligible for PPG will form part of the termly data reviews (half

termly for key year groups) where their provision and progress will be discussed and targets put in to place. PP children’s data will be presented to governors at each FGB meeting where it is a regular agenda item. Records of extra-curricular activities which are attended by disadvantaged children are also tracked and analysed to ensure every child is provided for. Behaviour of PP children is analysed through Good to be Green to demonstrate the impact of emotional, health and well-being support.

Date of review of the school’s PPG strategy: Summer Term 2022 - A full review of 2021/22 will be written at the end of the academic year with new or ongoing priorities established and planned for.

## Challenges

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

Challenge number	Detail of challenge
1	English as an additional language and vocabulary gap on entry with their peers.
2	Children not being school ready on entering Reception/Nursery.
3	Mobility of children eligible for PP – new to school/ local area/country.
4	COVID19 school closures – loss of learning time.
5	Children requiring individual support and confidence building feedback.
6	Lack of access to experiences to develop cultural capital.
7	Children can’t access home learning due to lack of available technology.
8	Few opportunities to play musical instruments outside of school.
9	Attendance of children eligible for PPG is sometimes lower than non-PPG.
10	Lunchtime behaviour incidents impacting afternoon learning.
11	Children needing support to manage emotions and behaviour.
12	Children not attending school and therefore not learning.
13	Spelling being a barrier to achieving writing objectives.
14	Poor speed recall of times table facts holding children back from accessing harder maths.
15	Access to high quality reading materials outside of school.

## 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
All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.	Cultural capital checklists are completed by children in PSHE books. Curriculum Ambassadors centralise on display. Children are given experiences they may not receive elsewhere.
The percentage of Pupil Premium children attending free after school clubs to enrich the curriculum is in line with peers.	Registers taken from all after school clubs show regular attendance of children who are eligible for Pupil Premium. Children are given experiences to grow and develop talent they may not receive elsewhere.
The percentage of Pupil Premium children attending residential visits is 100%.	Children experience the learning opportunities of a residential visit overnight as well as experiences and activities that cannot be provided at school.
Attendance of Pupil Premium children is at least in line with peers.	Pupil Premium children's attendance does not affect their learning.
In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.	Pupil Premium children have strong and secure foundations for learning. Barriers to learning for Pupil Premium children and families are tackled. Children are ready to learn more.
In Year 1, the percentage of children who are entitled to Pupil Premium passing the Phonics Check is at least in line with national.	Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium achieving EXS in reading, writing and maths combined shows a narrowing of the gap from %GLD in EYFS.	Pupil Premium children have received support and challenge to allow them to succeed. Barriers have been removed to allow children to achieve in line with national expectations.
In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with national.	Pupil Premium children have a secure knowledge of times table recall facts and this is then not a barrier to deeper mathematical learning.
By the time children leave Spring Vale in Year 6, the disadvantage gap has been closed. Children eligible for Pupil Premium achieve in line with their peers.	Pupil Premium children complete the full curriculum for KS2 and achieve in line with their peers at both EXS and GDS.
Children entitled to Pupil Premium grant are prepared to be successful in transition to next year groups or secondary school.	Pupil Premium children settle quickly into new classes and progress continues. Year 6 children are supported with managing anxieties around secondary schools.

### 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	
Targeted Academic Support	Wider Strategies

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £134,324

Barrier Tackled	Tier 1: Teaching	Research supporting action	
1 / 4 / 5	<b>Teacher led intervention for KS1 reading and Phonics (Named PP teachers)</b>	<b>£56,902</b>	+4 EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.
2	<b>Teacher led intervention for Reception – 3 teachers over 3 classes - (Named PP teacher)</b>	<b>£35,050</b>	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.
4 / 5	<b>PP teaching assistant to work with Year 1 children expected to make accelerated progress– PP attainment focus</b>	<b>£19,176</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
2	<b>PP teaching assistant to work with FSM children in Early Years (across two classes)</b>	<b>£19,446</b>	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.
1 / 4 / 13	<b>Year 6 to be taught in 2 groups of 15 for maths and literacy – (highest % PP)</b>	<b>£0</b>	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

1 / 4 / 5	<b>2 x Early Career Framework Training Packages</b>	<b>£1000</b>	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.
1 / 4 / 5	<b>2 x RQT Training Package</b>	<b>£750</b>	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.
1 / 4 / 5	<b>Staff Training (To be met and addressed through school year)</b>	<b>£2,000</b>	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
6	<b>Cultural Capital and Curriculum CPD Training all staff</b>	<b>£0</b>	Teacher Toolkit 2019: Examples of positive personal character strengths, or virtues, include honesty, resilience, courage, perseverance and compassion. The aim of character education is to equip children and young people to lead flourishing lives, by supporting them to develop these traits. “all the explicit and implicit educational activities that help young people to develop positive personal character strengths or virtues.”
5	<b>CPD for TAs – EEF ‘The Impact of Feedback’</b>	<b>£0</b>	+8 EEF: Feedback studies tend to show very high effects on learning. Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning.
1 / 4 / 5	<b>In house coaching and mentoring – Teaching Pairs</b>	<b>£0</b>	Teachers given the opportunity to see their areas to develop being used effectively in the classroom – given tools to improve.

1 / 4 / 13	<b>New writing teaching sequence to be embedded in all classes</b>	£0	Local authority advice on the most effective teaching sequence for writing put in place.
1 / 4 / 5	<b>Termly Pupil Progress Meetings between DHT and teachers to track progress of all PP children</b>	£0	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
1 / 4 / 5 / 14	<b>Greater Depth maths group to target PP children in Year 6</b>	£0	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.
4	<b>A prioritised curriculum is in place to allow children to catch up from missed Spring Term 2021.</b>	£0	Adaptations to curriculum to recover foundation skills and build upon these – not to reteach previous academic year.
3	<b>Pupil Premium Class Trackers</b>	£0	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
4	<b>SEN Transition Trackers</b>	£0	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
	<b>Total Spend</b>	<b>£134,324</b>	

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

Budgeted cost: £14,010

What is the barrier?	Tier 2: Targeted Academic Support	Research supporting action	
5	<b>1:1 Maths tuition for PPG children (RC)</b>	<b>£5,000</b>	+5 EEF research: 1:1 teaching Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.
5	<b>Y6 Easter school</b>	<b>£1,000</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. School closed for voting – disruptive timetable pre SATs.
5	<b>Y6 after school boosters (Spring and Summer term)</b>	<b>£2,000</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
5	<b>Better Reading Partnerships (intervention for children making limited progress in reading Y3/4) (GB/NC)</b>	<b>£3000</b>	+6 EEF: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.
15	<b>Bug Club reading resource subscription</b>	<b>£560</b>	+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
13	<b>RWI spelling intervention resources</b>	<b>£2,000</b>	Writing assessments Y2/6 – spelling objectives must be met to achieve EXS – how do we prepare children for this?

14	<b>Timestable Rockstars</b>	<b>£100</b>	STA Times tables check administration 2022 – giving all of our children fair chance to achieve
4 / 14	<b>MyMaths Subscription</b>	<b>£350</b>	+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
<b>Total Spend</b>		<b>£14,010</b>	

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

Budgeted cost: £29,690

What is the barrier?	Tier 3: Wider Strategies	Research supporting action	
6	<b>Trip subsidy / External visits to school (estimation)</b>	<b>£4000</b>	<p>Quotes from PP children on trips:</p> <p>"I like going places we have learnt about with my class."</p> <p>"Towers showed be I can push myself to try new things."</p> <p>"Trips help me to understand what I have learnt about."</p>
6	<b>Spending on experience weeks in school e.g. Health Week and Arts Week</b>	<b>£1,000</b>	Children are given opportunities to develop confidence in Health and Art weeks.
6	<b>Y2/ Y6 residential</b>	<b>£6,000</b>	+4 EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.

7	<b>Remote learning accessibility</b>	<b>£1000</b>	Evidence from school closures showed children struggling to access technology due to lack of resources/availability of these resources.
6	<b>Curriculum Maps to promote parental engagement</b>	<b>£0</b>	+3 EEF: The association between parental involvement and a child's academic success is well-established.
6 / 8	<b>Music School – wider opportunities and brass tuition</b>	<b>£4,900</b>	Quotes from PP Brass Players on its value in our curriculum: “Brass is a chance to be good at something else that isn't just in the classroom. It is a good opportunity to show a skill to parents.”  “It is fun and I am proud of how much better I am now!”
9	<b>Breakfast club provision for children under social care plans</b>	<b>£450</b>	The National School Breakfast Programme: Research has shown a direct link between the breakfast habits of children and their educational attainment, with children in primary schools where breakfast is provided achieving on average up to two months' additional academic progress over the course of a year.
10	<b>Extra lunchtime learning and play leaders x 2</b>	<b>£3,500</b>	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.

			This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.
11	<b>BAMS worker to carry out social/emotional work with targeted children - increased to 1 and a half days (JW)</b>	<b>£8,350</b>	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.
10	<b>Good to be Green behaviour tracking</b>	<b>£0</b>	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.
12	<b>Attendance Weekly assemblies and certificates</b>	<b>£0</b>	Children need to be in school to access the curriculum and make expected progress
11	<b>2 staff trained as 'Mental Health First Aiders' to enhance social and emotional intervention</b>	<b>£490</b>	Children have missed a significant part school and routines have changed significantly –COVID19.
<b>Total Spend</b>		<b>£29,690</b>	

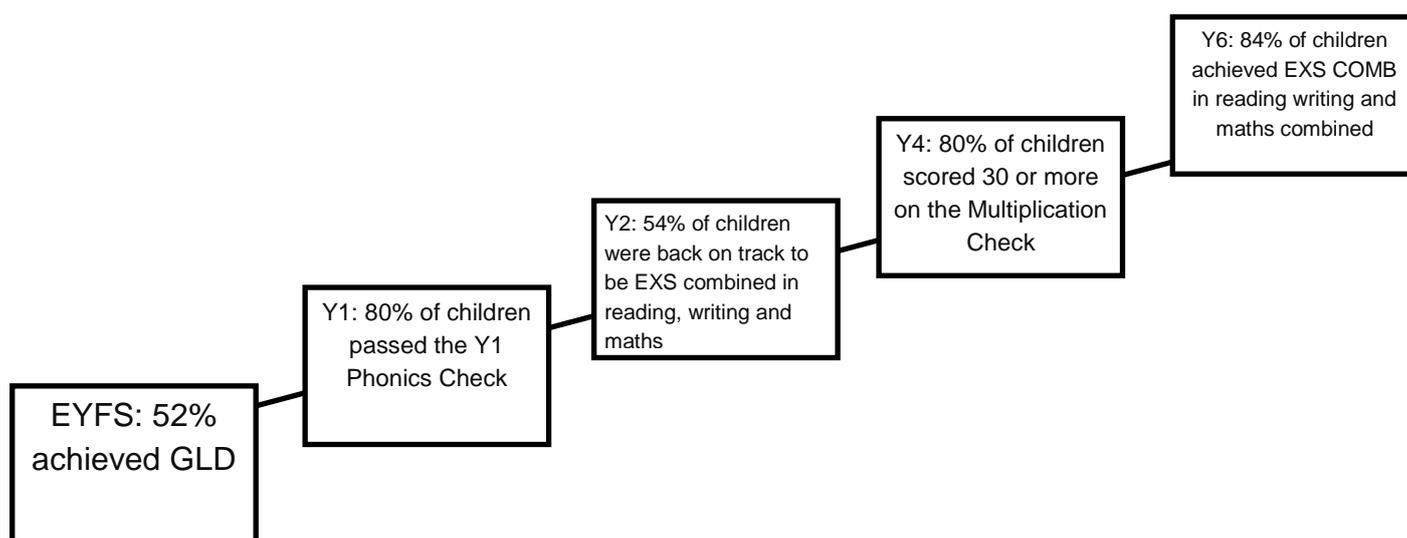
**Total budgeted cost: £178,024**

## 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. In academic year 2020-21, the following in-house assessments were completed. **Please note this is not validated data** and children's learning was significantly interrupted by school closures and bubble closures.*



### 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
National Tutoring Programme	Connex Education

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children entitled to Service Pupil Premium.
What was the impact of that spending on service pupil premium eligible pupils?	No children entitled to Service Pupil Premium.