

Pupil premium strategy statement 2022/23: Springcroft Primary School

This statement details our school's use of pupil premium 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.

Currently, Springcroft Primary School has two pupil premium learners. To aid the anonymity of these children, this is a redacted strategy statement. Personalised plans for the individual children can be made available to Ofsted if required.

School overview

Detail	Data
Number of pupils in school	213
Proportion of disadvantaged pupils	0.9%
Pupil premium allocation this academic year	£2,770
Academic year or years covered by statement	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	FGB
Pupil premium lead	Stephen Drew
Governor lead	Pam Miles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,770
Recovery premium funding allocation this academic year	£0
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	£2,770

Part A: Pupil premium strategy plan

Statement of intent

At Springcroft Primary School we aim for all pupils to achieve their full potential regardless of educational and socioeconomic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children will be highly effective in meeting learning needs.

We believe that in order for our children to meet their potential the following must be true:

- All children access highly effectively quality first teaching, with all approaches taken reviewed regularly and developed based on research.
- All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': early reading and reading for pleasure is central to the work of the school.
- Barriers to learning for pupil premium children must be precisely identified, particularly when needs are more complex.
- The needs of each individual are fully understood by leaders and teachers.
- Children are precisely targeted for high quality intervention.

We will know we have been successful when:

Engagement with learning, the curriculum and school life, of the Pupil Premium children is high; and as a result

- ... an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- ...the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
- ... monitoring shows that PP pupils know and remember more.

Challenges

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

Our two PP learners have their own personalised plan which can be made available to Ofsted if required

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.

<p><i>Attendance Date:</i> Pupil Premium V Non-Pupil Premium attendance: 94.6% v 95.08% Pupil Premium V Non-Pupil Premium late marks: 0% v 0.44% Pupil Premium V Non-Pupil Premium unauthorised: 0% v 0.32%</p> <p><i>Attainment and Progress Data:</i> No children were eligible for PP in EYFS, KS1 or KS2 assessments for the 2021/2022 academic year. The data below is from the attainment and progress the 2x PP children in school made during the last academic year.</p>				
	Reading	Writing	Maths	RWM
Progress	PP: 5.6 points Non-PP: 5.1 points	PP: 5.3 points Non-PP: 4.9 points	PP: 4 points Non-PP: 5.9 points	PP: 5.0 grade Non-PP: 5.3 grade
EXS+ Expected of above	PP: 50% Non-PP: 70.8%	PP: 50% Non-PP: 70.8%	PP: 00% Non-PP: 70.8%	PP: 66.6% Non-PP: 70.8%
GLD Above expected	PP: 0% Non-PP: 2.9%	PP: 0% Non-PP: 12.9%	PP: 0% Non-PP: 12.9%	PP: 0% Non-PP: 12.9%
Aim	Outcomes			
Increase capacity of staff in school to support the increasing number of disadvantaged children and families that require access to the Hope Project. Provide/locate CPD to staff to support their development and increase the core offer of Hope within school (<i>EEF-Social and Emotional Learning</i>)	Our Graduated Approach to supporting Emotional Health and Wellbeing is now in place with individual Emotional Health and Wellbeing plans created and external professional support in place where required.			
Work with the collaborative partner schools to develop the leadership of reading and purchase resources to embed whole class guided reading across all year groups	50% of PP children (1) are working at the expected standard in Reading. Based on current progress rates and aspirational targets, 100% of PP children (2) will make ARE in Reading			
To support disadvantaged children to access a range of social/cultural/sporting experiences, visits and activities (<i>EEF - Arts participation</i>)	Activities have been funded for children where financial constraints could restrictions have prevented participation this year.			