

# Pupil premium strategy statement 2021/22: Springcroft Primary School

## School overview

Metric	Data
School name	Primary School
Pupils in school	207
Proportion of disadvantaged pupils	1.9%
Pupil premium allocation this academic year	£10,560
Academic year or years covered by statement	2021-22
Publish date	November 2021
Review date	July 2022
Statement authorised by	FGB
Pupil premium lead	Stephen Drew
Governor lead	Pam Miles

**Disadvantaged pupil progress scores for 2018/19 academic year** (DUE TO THE CORONAVIRUS PANDEMIC, A DECISION TO NOT PUBLISH EXAM AND ASSESSMENT WAS MADE BY THE SECRETARY OF STATE FOR 2019-2020 and 2020-2021. THE PERFORMANCE MEASURES BELOW ARE FROM 2018-2019 ACADEMIC YEAR AND ARE NOT CURRENT)

Measure	Score
Reading	-0.61
Writing	-0.2
Maths	-2.8

**Disadvantaged pupil performance overview for 2018/19 academic year** (DUE TO THE CORONAVIRUS PANDEMIC, A DECISION TO NOT PUBLISH EXAM AND ASSESSMENT WAS MADE BY THE SECRETARY OF STATE FOR 2019-2020 and 2020-2021. THE PERFORMANCE MEASURES BELOW ARE FROM 2018-2019 ACADEMIC YEAR AND ARE NOT CURRENT)

Measure	Score
Meeting expected standard at KS2	80%
Achieving high standard at KS2	60%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	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-<a href="#">Social and Emotional Learning</a></i> )

Priority 2	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
Priority 3	To support disadvantaged children to access a range of social/cultural/sporting experiences, visits and activities (EEF - <a href="#">Arts participation</a> )
Barriers to learning these priorities address	-Ensuring staff have time to attend, digest and implement CPD -
Projected spending	£30,598

### Teaching priorities for current academic year

Aim	Target	Target date
Staff work collaboratively (both internally and externally) to ensure all students make expected progress	*Facilitate a more technology-based learning approach that incorporates remote/virtual learning to remove barriers to learning (EEF - <a href="#">Digital Technology</a> ) *Develop effective school leadership at all levels	January 22
COVID recovery plan - Supporting all children and their families coming back to school both emotionally and academically in September 2020	*Identify and plug gaps in learning and knowledge as a result of missed schooling following COVID-19 national school closures. *Use interventions to boost children's learning and understanding *Use feedback to provide the learner with learning goals or outcomes (EEF- <a href="#">Feedback</a> ) * Ensure children and their families are supported emotionally with their well-being and mental health (EEF- <a href="#">Social and Emotional Learning</a> ) * Implement the new RSE curriculum across all year groups.	January 22
Ensuring children achieve their expected levels of progress in writing	*Increase percentage of girls maintaining EXS in KS1 who achieved EXS in EYFS in writing *Increase percentage of children in KS2 achieving GDS in writing	July 22
Phonics	Achieve above national average expected standard in PSC (EEF <a href="#">Phonics</a> )	November 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 1	Ensure all children have access to an electronic device (laptop/tablet) when in school/at home (use either a school device or a personal device) (EEF - <a href="#">Digital Technology</a> )
Priority 2	Develop networking opportunities for senior and middle leaders across Staffordshire (Evidenced through work of Prof John Hattie – <i>“I collaborate with my peers and my students about my conceptions of progress and my impact – Mindframe 3, 10 Mindframes for Visible Learning</i> )
Priority 3	Children, parents and staff aware of prior and current assessment levels and continue to deepen learning (Evidenced through work of Prof John Hattie – <i>“Self-reported grades d=1.44</i> ) (EEF <a href="#">Parental Engagement</a> )
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>*Ensuring devices are available for all</li> <li>*Ensure permission is sought on private devices to install/operate the schools virus protection and forensic software</li> <li>*Inconsistent learning as a result of interruption to learning caused by COVID-19 pandemic. Staff and parents to collaboratively identify to gaps in learning and plug</li> </ul>
Projected spending	£4,400

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff have received paid-for training to deliver the teaching and learning of phonics consistently and effectively. (Evidenced through work of Prof John Hattie – “Professional Development” $d=0.62$ ) ( <a href="#">EEF Phonics</a> )
Priority 2	Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups (Evidenced through work of Prof John Hattie – “Mastery Learning” $d=0.58$ ) ( <a href="#">EEF- Mastery Learning</a> )
Priority 3	Develop whole class guided-reading (linked to current phonic learning) across the school (Evidenced through work of Prof John Hattie – “Cooperative Vs Individualistic” $d=0.59$ ) ( <a href="#">EEF – Reading comprehension strategies</a> ) ( <a href="#">EEF Collaborative learning</a> )
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£4,400

## Wider strategies for current academic year

Measure	Activity
Priority 1	Individual access to ICT in classrooms ( <a href="#">EEF - Digital Technology</a> )
Priority 2	Guided Reading ( <a href="#">EEF – Reading comprehension strategies</a> )
Priority 3	Survival School ( <a href="#">EEF - Outdoor Adventure Learning</a> )
Priority 4	Group support (CC)
Barriers to learning these priorities address	*Access to devices (in school and at home) *Funding for clothing to access Survival School activities
Projected spending	£27,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff’s professional development in the teaching of whole class guided reading	*Use of staff meetings to provide staff training *Collaborative/open door approach amongst staff

Targeted support	Staff able to deliver Survival School independently of instructors from 2022 onwards	<p>*Staff work with Survival School Instructors to plan, do, review curriculum outdoor learning to enhance curriculum.</p> <p>*Staff to increase knowledge and skillset to facilitate outdoor learning independently</p> <p>*Staff to take over the delivery of outdoor learning from 2022 onwards</p>
Wider strategies	Ensure all children have access to an electronic device (laptop/tablet) when in school/at home	<p>*Ensuring devices are available for all</p> <p>*Ensure permission is sought on private devices to install/operate the schools virus protection and forensic software</p>

## Review: last year's aims and outcomes

Aim	Outcome
Through early intervention, the Hope Project aims to provide support and space for talking and listening to children's emotional health and wellbeing	*Introduced new RSE curriculum which centres a whole school approach to emotional health and well-being *Large increase in request for support (COVID-19) for children and their families
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	*As a result of COVID-19, Springcroft has seen an increase in the number of children who are now classed as disadvantaged *Funding has allowed disadvantaged children to access experiences