

Pupil Premium Strategy Statement: Springcroft Primary School

1. Summary information					
School	Springcroft Primary School				
Academic Year	2020/21	Total PP budget	£10,560	Date of most recent PP Review (internal)	November 2020
Total number of pupils	205 (April 2020) 209 (November 2020)	Number of pupils eligible for PP	8	Date for next internal review of this strategy	February 2021

2. Current attainment (2018/2019 cohort)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
KS1 (1 PP children)		
% achieving EXS or above in reading, writing and maths	0%	85%
% achieving EXS or above in reading	0%	86%
% achieving EXS or above in writing	0%	82%
% achieving EXS or above in maths	0%	86%
KS2 (2 PP children)		
% achieving EXS or above in reading, writing and maths	50%	87%
% achieving EXS or above in reading	50%	78%
% achieving EXS or above in writing	50%	88%
% achieving EXS or above in maths	50%	94%

Progress (2018/2019 cohort)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
KS2		
Progress in reading	4.95	-0.61
Progress in writing	4.2	-1.01
Progress in Maths	5.5	1.4

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Generally Lower attainment on entry into EYFS	
B.	% of PP children achieving GLD in Reception lower than non-PP children, so need to accelerate their progress in Key Stage 1	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Experiences outside of school	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
B.	Gaps are identified and targeted teaching/interventions teach to gaps	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
C.	High aspirations and expectations are in place for all pupils.	All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers.

3. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Through early intervention, the Hope Project aims to provide support and space for talking and listening to children's emotional health and wellbeing	Hope Project (Helping Our Pupils Emotions) 1 x day per week additional staff (TA) for 2020/21 academic year to support pupil's emotional well-being (£7,653)	Increase capacity of staff in school to support the increasing number of children and families that require access to the Hope Project. To provide/locate CPD to staff support their development and increase the core offer of Hope within school (£1,350) To support other settings within our cluster in their provision of the Hope Project, therefore having a larger impact in our community	Monitored through staff appraisal Termly report to Governors through HT report	Hope Project Lead	February 2021
Total budgeted cost					£9,003
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Paying for music tuition for those children who had an interest but would otherwise be unable to take part	Pupils' horizons will be broadened and they will learn more about culture and music	Each session will be monitored.	Headteacher	Yearly

	<p>Supporting families to ensure children have the correct kit when representing the school for sporting events, and have access to transport to and from events</p> <p>Paying for all educational trips to allow access for all</p> <p>Paying for before and after school clubs that the children may not have access too due to costs</p>				
Total budgeted cost					£1,557
					Total: £10,560

4. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Through early intervention, the Hope Project aims to provide support and space for talking and listening to children's emotional health and wellbeing	Hope Project (Helping Our Pupils Emotions) 2 x days per week	Number of HOPE referrals reduced 2018-2019 academic year Parental and Staff questionnaire highlights the excellent work and positive impact HOPE has on our pupils emotional health and wellbeing	*This approach continues to be successful and this approach will continue to be used in future. *Developments of Threa-play and offering parental workshops moving forward. *Expand team provision	£11,442.69
---	---	--	--	------------

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For identified gaps in learning to be addressed. For selected pupils to be supported in accessing learning.	Varied interventions (according to need) to be provided 1:1 support for disadvantaged pupils who require it. 20 hours per week offering 1:1 support	Aspirational targets have ensured PP children have made good progress. All children are given the same message by all staff that they can do it. All targets are aspirational.	Support allowed us to gather information to ensure next steps in learning can be implemented. Generally speaking, PP children work at a variety of attainment and progress levels. We feel their need is more emotional and well-being support so will focus on expanding capacity in this area next year	£6,300

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	------------------------	--	--	------

Instrumental Tuition	PP funding to support PP children who wish to learn a musical instrument	Pupils benefited from working with others and being introduced to a variety of experiences.	<p>With increase in sporting opportunities, we need to develop this cost centre to ensure that PP child have access to represent the school in a range of sports.</p> <p>With the expansion of school trips (e.g. more residential UK and European trips), this needs to be factored in next year.</p>	£700
				Total: £19,800

5. Additional detail

We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of morning groups in all year groups and targeted groups in the afternoons. We have employed experts who are able to get to the bottom of how each child learns best. In addition to the extra teaching, support and nurture we have funded additional music tuition enabling all children to further explore other disciplines across the curriculum.