

Pupil premium strategy statement (primary)

1. Summary information					
School	Springwood Heath Primary School				
Academic Year	2020/21	Total PP budget	£122.558	Date of most recent PP Review	September 2017
Total number of pupils	264	Number of pupils eligible for PP	84	Date for next internal review of this strategy	September 2021

2. Current attainment - Whole School KS1/2 - July 2021		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50.3%	0% - No data due to COVID
% making progress in reading	49.9%	0% - No data due to COVID
% making progress in writing	44.6%	0% - No data due to COVID
% making progress in maths	56.5%	0% - No data due to COVID

3. 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.	In order to 'bridge the gap', those children should be identified within each class who are WTS (3 secure) to have further intervention to become ARE by the end of the school year (2022)
B.	Communication/Language – Understanding/Processing/Attention and Listening Difficulties
C.	44% of Pupil Premium children are also on SEND Support -
D.	Lowest 30% of children for Reading
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance (whole school) 59% Attendance (not including 'enhanced provision children') and punctuality- 53.2% Enhance Provision – 82.3% (due to medical)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress is made by all PP children	All pupil premium children, whatever their prior attainment and starting points, make at least expected progress. Children's attainment who are working below ARE make sufficient progress by 'bridging the gap'. Those children who are identified will participate in additional provision. Teaching and Learning Co-ordinator/PP Co-ordinator will monitor
B.	Target individual children's communication and interaction to improve learning	SLT will identify and assess individual children and provide support and strategies, to enable progress from individual starting points. SLT will provide sufficient evidence of progress to SMT.
C.	Assess and target SEND children to ensure that they make steady progress with High Quality Teaching	That 85% of children make steady progress and are in line LA.
D.	Target the lowest 30% of children within their Reading	PP children within all years 'bridge the gap' regarding ARE. Children will then complete RWI programme and engage in NC alongside their peers.
E.	The attendance of PP children improves.	Attendance for the children is in line with the national average of 96%. Use of Schools Attendance Support Worker will support early intervention with specific families and children. To raise standards to a minimum 65%.
F.	Higher rate of progress across KS2 for high attaining eligible for PP	Reading, Writing and Maths data shows that most able PP children are in line with most able nationally. Teaching and Learning/PP Co-ordinator will monitor.

5. Planned expenditure					
Academic year	2021/2022				
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?
Children who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard	<p>School to quickly identify any children who are falling behind and staff will make effective provision for these children in class in order to 'bridge the gap'.</p> <p>Phase Leaders and SEND Co-ordinator to monitor effective teaching of phonics, reading writing and maths.</p> <p>Target phonics intervention each afternoon in Year 1 and Year 2</p>	<ul style="list-style-type: none"> ✓ Teachers used these assessments to inform short term planning and intervention. Teachers will provide High Quality Teaching in order for children to make progress. ✓ 75% of Non-SEND Pupil Premium achieve ARE 	<ul style="list-style-type: none"> ✓ Termly Assessments ✓ Performance Management ✓ Implementation of RWI Programme ✓ Moderation of work 	<p>CRC/SD</p> <p>CB/IH</p> <p>CRC</p> <p>CRC/SD/SL</p>	<p>Termly</p> <p>Oct 2022</p> <p>Termly</p> <p>Termly</p>
Target individual children's communication and interaction to improve learning	<p>School to quickly identify any children who are falling behind and staff will make effective provision for these children in class in order to 'bridge the gap'.</p> <p>Training individual staff to implement interventions ie 'Wellcomm' and 'NELI' as an assessment tool.</p>	<ul style="list-style-type: none"> ✓ Teachers will identify areas of concern in language, communication and interaction development. In order to ensure early targeted interaction. 	<ul style="list-style-type: none"> ✓ Use of assessment tool ✓ SLT to monitor 	<p>RW/LB/LJ</p> <p>RW/SL</p>	<p>July 22</p> <p>July 22</p>
The attendance of PP children improves.	Use of Schools Attendance Support Worker will support early intervention with specific families and children.	<ul style="list-style-type: none"> ✓ Being pro-active following the school's attendance policy ✓ To raise standards to a minimum 65% - Non - Enhanced Children. 	<ul style="list-style-type: none"> ✓ Headteacher will monitor attendance through SIMS – Address issues accordingly 	IH/JMc	Termly
Total budgeted cost					£24,275.00

ii. Targeted support					
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?
Improved partnerships with parents/carers & improved attendance and punctuality	Whole school approach to developing communication with parents/carers and promoting better attendance/punctuality Parents app Parent workshops with school staff and outside agencies e.g. ASD coffee morning/Seedlings etc.	<ul style="list-style-type: none"> ✓ School attendance is 93% (although this includes children from the 'enhanced provision') with individual attendance and punctuality issues. As a school we are moving forward to being pro-active and we feel that we could improve our communication and support so that we help parents to help their children attend school. 	<ul style="list-style-type: none"> ✓ Monitor attendance Parent Survey ✓ Seedlings for specific children ✓ Attendance at Parental Workshops ✓ Learning Mentor will support children and parents to provide a positive attitude to enhance attendance 	IH/JMc/CB CB/SL LS	Yearly As and when Half termly
Total budgeted cost					£44,903.00
iii. 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?
Support for children's social & emotional needs	Continuation of therapies within school e.g. Draw & Talk, Lego Therapy, Socially Speaking Groups, Seedlings. Use of support staff on a 1:1 to give the child individual support in/out of the classroom. Close liaison with parents/carers. Use of fiddle toys, ear defenders, work station etc	<ul style="list-style-type: none"> ✓ The tracking of children who display communication and Interaction difficulties are highlighted ✓ Children who are identified with SEMH/C&I are supported within their learning, with extended activities/resources in order to access the curriculum. 	<ul style="list-style-type: none"> ✓ Whole school policy on behaviour 'Good to be Green'. ✓ Individual Behaviour Plans for specific children to be followed by all staff. ✓ Individual resources 	IH/LS CB/JP JP/SL	July 2022

Total budgeted cost					£53,380.00

CB/CRC – November 2021

6. Review of expenditure				
Previous Academic Year		July 2022 – Due to COVID		
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
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7. Additional detail				

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Due to COVID March 2020/Sept 2020- Jan 2021/March 2021 – Online learning was implemented with additional support and resources were given out to those children who were at most risk. (Low Attaining chn)