

Pupil premium strategy statement – Spring Meadow Infant and Nursery School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	49 – 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2022 to July 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Maria Higgins
Pupil premium lead	Libby Cross
Governor / Trustee lead	Alice Cann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73405
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73405

Part A: Pupil premium strategy plan

Statement of intent

It is our intent that all children, irrespective of their background, achieve across all areas of curriculum.

Our Pupil Premium strategy ensures that our disadvantaged pupils have the support needed to make the desired progress – including accelerated progress – to achieve age related expectations and above. Our strategy is linked to our wider school plans: high quality, inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress; an engaging curriculum and an effective ‘catch-up’ programme for all pupils, including both disadvantaged and non-disadvantaged pupils, ensuring that our pupils have the necessary support within class to make at least expected progress. Our school invests highly in CPD and training for staff to ensure that every accessible opportunity can be used to close the gap for our disadvantaged pupils. It is our intention that all children at Spring Meadow, including both Pupil Premium and non-Pupil Premium, have the support they need to make the appropriate progress. Alongside the Pupil Premium strategy, we continue to use other sources of funding to ensure that those children whose progress was most impacted by the pandemic have the relevant support to catch up. We continue to use school assessment data to identify individual, class and year-group needs and gaps in knowledge and understanding. These assessments inform our resources and the strategies that we implement. Our aim is to ensure that we use a whole-school approach where all staff can share in the responsibility of both supporting and challenging all pupils including those from disadvantaged backgrounds. Our intent is clearly outlined and surmised in our vision statement.

In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children’s academic progress against other pupil groupings in school and national data. The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent. Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are reviewed and next steps identified in parent, teacher and support staff meetings which are included on each child's individual learning plan and based on children’s needs so that we can narrow the children’s attainment gaps and prepare our children for the future.

Challenges

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

Challenge number	Detail of challenge
1	Children in receipt of PPG attained less well at the end of Year 2 in all core subject areas. This gap was particularly wide in writing.
2	Children in receipt of PPG have not made the standard expected within phonics.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to friendship issues and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Lockdowns of 2020 and 2021 have meant some new to school children in receipt of PPG have missed opportunities to become 'school ready'. This has resulted in a significant loss of learning time while these barriers are overcome.
5	Attendance for some children in receipt of PP (or children in receipt of free school meals) showed that some PP had attendance below 96% and were persistent absentees.
6	Our children are faced with limited access to basic living essentials such as, food, heating, fuel and other energy sources. This is due to the current cost of living crisis. Things like basic hygiene could be affected by this due to the increase cost of energy bills making it difficult to afford to run hot water, essential living electrical items, such as lights, washing machines, showers, heating, and ovens. Some families may be forced to choose between heating and eating.

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 children make expected progress in writing.	All children make good progress in their writing from their starting point.
Accelerate attainment of PP children.	Analysis of data and monitoring of PP group will show that these children are attaining at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).

<p>Increased parental engagement and support for school.</p>	<p>Parents feel confident addressing school staff with minor problems and concerns. Qualitative data from parent surveys show they feel listened to and supported.</p> <p>Increased attendance and participation in school curriculum evenings and events.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from students' voice, student and parent surveys • A reduction in playground behaviour incidents and reflection logs. • Increase in results of student thrive surveys done by Thrive practitioner.
<p>Improve attendance of PP children, particularly where absence is not authorised</p>	<p>Continue with targeting of children as soon as attendance and punctuality falls. Overall PP attendance continues to improve in line with other pupils.</p>
<p>All families have access to sufficient basic living essentials</p>	<p>PP families obtain the support and financial advice they need to maintain a safe, healthy, stable home.</p> <p>PP families are given the opportunity to discuss cost of living crisis, support offered where possible, and signpost point of contact where necessary. Support and advice added to the weekly newsletter, i.e. local food banks, government schemes etc. to encourage families to reach out for support and advice.</p> <p>Essential items provided to families.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is good in every classroom every day. 100% good or better teaching everyday through use and adaptation of PKC and Kapow.</p> <p>CPD for teachers with the focus on literacy to enable high quality teaching for all.</p> <p>AHT/DHT training to help support the new leadership team and enhance school improvement.</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all maths through Power Maths</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	<p>Education Endowment Foundation (EEF) report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Research by the EEF has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium</p> <p>Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.</p>	<p>1, 2, 4</p>

<p>A focus on ensuring all teaching remains good or better through training and school support via the Cambridgeshire Primary Offer.</p> <p>Supporting retention of good staff through family friendly policies and a focus on good wellbeing for staff.</p>		

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

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive established within school and targeted support for those who are identified as needing extra wellbeing support.</p>	<p>Research shows the Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.</p>	<p>3, 5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>Cambridgeshire STEPS training delivered to all schools.</p>	<p>Steps is a therapeutically thinking and trauma-informed approach to behaviour management for all educational settings (mainstream, special, pre-school, primary, secondary and further education), grounded in evidence-based research, and founded on the ethos that "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo). It is the preferred approach to behaviour management within Cambridgeshire.</p>	<p>3</p>
<p>High quality impactful APDRs to support children's progress through the introduction of Edukey.</p>	<p>EEF's report on SEND in mainstream primaries recommends that 'schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach'.</p> <p>APDRs are used to support children with SEND and help ensure progress and barriers are overcome quickly and effectively.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1670403648</p>	<p>1, 2, 4</p>
<p>Daily Read Write Inc tutoring for the bottom 20% of learners across the school including those who are disadvantaged.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>Purchase of specialist SEND resources to support learning and attainment throughout the school.</p>	<p>Purchased of SEND resources to ensure children's sensory needs are met.</p> <p>Research can be found at: https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>1, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	<p>1</p>

guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
Literacy training focusing on supporting children with dyslexia/dyslexia type difficulties.	<p>This training built on research by the EEF on Special educational Needs and helped staff create communication friendly classrooms and provided teaching strategies that can be flexibly used to support learners with difficulties in word reading or spelling.</p> <p>Research can be found at: https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	1, 2

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing training for class teachers done by LA representative.	Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.	3
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils' horizons will be broadened, and they will learn more about culture and music. As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and know that such experiences can have an impact on a child's confidence, self-esteem and self-belief. Pupils and their families have a low of aspirations for their futures reducing their motivation and commitment to learning.	1, 3, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

<p>to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>PP families are given the opportunity to discuss cost of living crisis, support offered where possible, and sign-posted to points of contact where necessary. Support and advice will be added to the weekly newsletter informing families information about local food banks, government schemes etc. to encourage families to reach out for support and advice. Essential items will be provided to families such as warm clothing, sufficient school uniform, clean bedding</p>	<p>Our school is situated in a deprived area. There is strong evidence that the current cost of living crisis is set to effect a number of families across the country, particularly those families that are already in poverty, it is said that they will be effected the most.</p> <p>https://buddleuk.org/news/news-list/how-the-cost-of-living-crisis-is-impacting-those-already-in-poverty-the-most/</p>	<p>6</p>

Total budgeted cost: £ 73000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the year 2021-2022, disadvantaged children performed less well throughout the school than children not receiving PPG.

% on track to meet or exceed age related expectations		
All Children		
Reading	Writing	Maths
71%	50%	67%
Children in receipt of PPG		
Reading	Writing	Maths
52%	33%	38%

Our current pupil premium strategy aims to slow and then reverse this trend so that disadvantaged pupils attain and progress at the same rate as their peers.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only.

We have analysed our school's 2022 performance data, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for

2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

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
STEPS Training	Local Authority

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Children will have access to a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Every class has a class reader and all children are read to daily by an adult.
- Every teacher and TA is trained in STEPS, including having STEPS tutors on the staff.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected..

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupil