

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	138
Proportion (%) of pupil premium eligible pupils	33%
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Laura Fielding
Pupil premium lead	Libby Cross
Governor / Trustee lead	David Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69840
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£69840

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: £17000

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, Kapow and Charanga.</p> <p>Talk 4 Writing and additional English CPD for teachers with the focus on literacy to enable high quality teaching for all.</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>A focus on ensuring all teaching remains good or better through training and school support via</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>the Cambridgeshire Primary Offer.</p> <p>Supporting retention of good staff through family friendly policies and a focus on good wellbeing for staff.</p>		
<p>Enhancement of our maths teaching and curriculum planning through the adoption of the mastering number programme in Years R and 2.</p> <p>We will fund teacher release time to embed key elements of the mastering number programme.</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>Mastering Number is a research project that has been designed by the National Centre for Excellence in the Teaching of Mathematics (NCETM)</p>	1

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>Creation of a SEMH resource based to meet the needs of learners.</p>	<p>The EEF have shown the benefits of focusing on social and emotional aspects of learning. This research has shown significant positive impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4, 5
<p>Thrive embedded 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>	3, 5

<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of small world equipment to support vocabulary acquisition and exploratory play.</p> <p>Identiplay and Socially Speaking Interventions</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 new staff.</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 renewal 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>1, 2, 4</p>

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1670403648	
Daily Read Write Inc tutoring for the bottom 20% of learners across the school including those who are disadvantaged.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Purchase of specialist SEND resources to create an additional sensory space near the reception classrooms.	Purchase of SEND resources to ensure children's sensory needs are met. Research can be found at: https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1, 3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Identify our eligible pupils that fall below 96% Work carefully with EWO to support families where needed. Family breakfast sessions to build relationships.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	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 to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

and appointing attendance/support officers to improve attendance.		
Wellbeing training for class teachers done by MHST representatives	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. Children in receipt of PPG to be funded to take part in a school club over the academic year.	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
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	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. https://buttleuk.org/news/news-list/how-the-cost-of-living-crisis-is-impacting-those-already-in-poverty-the-most/	6

Total budgeted cost: £ 70,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS1 outcomes for 2022-2023 showed that disadvantaged children performed less well than their peers who did not receive PPG. End of Key Stage 1 outcomes did show a closing of the attainment gap and an increase in the percentage of children in receipt of PPG achieving the expected outcome at the end of Key Stage 1. This is in comparison to KS1 teacher assessment data of 2021-2022. This is the case in reading (+8%), writing (+7%) and maths (+22%). This data does not include figures from the school's attached ASD unit.

% on track to meet or exceed age related expectations		
All Children		
Reading	Writing	Maths
70%	57%	66%
Children in receipt of PPG		
Reading	Writing	Maths
60%	40%	60%

The number of children leaving reception with a good level of development was lower for children in receipt of PPG. We however recognise in this cohort that many of the children in receipt of PPG also have an additional SEND need. Only one child in receipt of PPG who is not on our SEND register did not make a good level of development by the end of the academic year.

In the phonics screening check, disadvantaged pupils performed less well than their peers. However, internal phonics assessment data shows children in receipt of PPG made good progress from their starting points. This was in large part down to the 1:1 same day interventions that utilised the PPG funding. The success of these interventions were also noted by the English Hub linked to the school.

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
Mastering Number	NCETM
Thrive Approach	Thrive
PKC	Primary Knowledge Curriculum
Power Maths	Pearson
Kapow	Kapow
Charanga	Charanga Music
Edukey	Edukey

There were no pupils eligible for the service pupil premium funding 2022 -23

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.
- Online reading record to help support parents and school monitor and record children's reading at home.
- Every teacher and TA is trained in STEPS, including having STEPS tutors on the staff.

Planning, implementation, and evaluation

In planning our 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