**Springvale Primary School**

**Pupil Premium Funding Report 2020-21**

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Pupil Premium funding is allocated to schools by the government to support children who fall into vulnerable groups. It is for schools to decide how the funding is spent, and careful consideration should be made, taking into account the various needs of the children eligible for this funding. We endeavor to ensure that our funding is used to support all eligible pupils in making at least good academic progress each school year.

In this financial year, 2020-21 Springvale School received £29,520 in Pupil Premium funding.

**In 2020/21 our funding was spent on the following projects:**

|  |  |
| --- | --- |
| 1. Employment of TA to support increased pupil progress across the EYFS and improve early intervention strategies including improved speech and language levels. | £9,200 |
| 1. Programme of academic support for learning needs of specific children, delivered by teaching assistants. | £6,870 |
| 1. Counselling Services- bespoke service for pupils and families. | £2,400 |
| 1. Additional Ed Psych support. | £1,600 |
| 1. Additional SCI support. | £950 |
| 1. SALT family support workshops and TA intervention time across KS1 and KS2. Includes phonics and fine motor development where required. | £1,400 |
| 1. Welcomm subscription to support the screening of communication needs in Foundation Stage. | £360 |
| 1. Subsidy for pupil premium children to support participation in visits/residential etc and additional rewards. | £1,100 |
| 1. Programme of support for learning delivered by teaching assistants- this was developed due to COVID-19. | £5,640 |
| Total | £29,520  (22,865 original deprivation based) |

**Our objectives for this year were as follows:**

* To fund TA support and intervention to our Pupil Premium in order to best promote learning
* To continue to support the development of social skills through the use of Lego Therapy and related SEMH interventions
* To use precision teaching or pre-teaching strategies with children to target specific gaps in learning
* To purchase additional Educational Psychologist Support
* To purchase additional support from Barnsley Education Specialist Support Team
* To maintain the accreditation for the Communication Friendly Schools Award
* To introduce and implement motivational spelling competitions
* To implement staff CPD which addresses the specific needs of our SEN children and those who have the potential to be more able and work at a greater depth
* To purchase specialist resources where required
* To subsidise educational visits and residential trips to enrich the curriculum and learning opportunities
* Introduce more personalised and specific approaches to support children in their needs earlier- e.g. SALT in F1-Y2 and counselling in Y2-Y6.

The new Headteacher, since February 2018, has:

1. Developed and refined a policy for Pupil Premium
2. Raised standards in attendance, punctuality, etc through regular communication and partnership work with all families.
3. From April 2018 had a separate budget and codes for all Pupil Premium spending
4. Held special ‘parental evenings’ or workshops for Pupil Premium families to discuss the school’s policy and strategy to support
5. Devised and maintained individual; spending plans, akin to IEPs, for disadvantaged pupils
6. Designated a key Governor to the role of Pupil Premium champion and have an annual enquiry into the provision and progress of all Pupil Premium children.
7. Utilised our best support staff to deliver targeted intervention as well as quality first teaching
8. Sourced specialist TAs to deliver catch-up and support programmes
9. Ensured that PP children receive regular, high quality and subsidised experiences and opportunities to broaden their horizons
10. Ensured that Pupil Premium children are targeted to achieve in-line with ARE by the end of Y6 and that some strive for greater depth outcomes
11. Devised a ‘school career’ tracker to monitor every pupil, each term, of each school year across each core subject- this is shared with SLT, all staff and Gb each term
12. Developed an ‘early intervention’ approach to supporting children across the EYFS, for example with language needs and SEMH needs.

**With the assistance of the Pupil Premium funding over the last four years we are proud to report the following achievements:**

* Increased confidence and achievement from children who take part in regular and ongoing intervention; meaning that these children are now reaching key milestones more quickly.
* Stronger relationships between parents, children and school; with greater cooperation from children who have previously struggled to cope with boundaries which were set by parents.
* Well attended parent events or workshops, with many parent suggestions now being used as new whole school initiatives (e.g. playtime systems).
* Enhanced provision to support clarity of communication for children through the Communication Friendly School accreditation.
* Improved screening of children’s communication understanding on entry to school enabling specific support for children with particular needs.
* A range of staff CPD to support enhanced provision for Pupil premium children.
* Quicker and well targeted support for individual children with individual needs.
* Closely links between SEND leadership and Pupil Premium leadership for multiple-barrier children.
* Support and advice from specialist professional services.
* Greater awareness across the school of the needs of the Pupil Premium children.
* Increased attendance for 90% of Pupil Premium learners. (Average in line with school non-PP average and above national/local averages.)
* Vastly increased punctuality for Pupil Premium learners. (Almost zero incidents)
* Increased tracking and record keeping of provision and intervention.
* Increased uptake in school clubs- before, during and after school.
* Started to develop staff awareness and training in key areas of need SALT/SEMH
* Employed specialists in SALT and SEMH to work directly with pupils and families
* Developed a new breakfast club for pupils with welfare/confidence/social issues
* Engagement with NTP programme planned

Future early intervention schemes:

* Further family support work
* Family workshops to develop reading at home (online due to COVID)
* SALT workshops and resources for F1/F2
* Additional staffing for phonics/communication and language with a focus on PP and bottom 20%
* Additional intervention for phonics and early reading through existing staff in afternoons
* Additional EYFS provision, including the outdoor development, for Y1 pupils

Spending per year group is tracked below:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Priority | F1 | F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Totals |
| Employment of TA to support increased pupil progress across the EYFS and improve early intervention strategies including speech and language levels | £2,200 | £5,900 | £550 | N/A | £550 | N/A | N/A | N/A | £9,200 |
| Programme of support for learning needs of specific children, delivered by teaching assistants | £300 | £400 | £1,300 | £800 | £1,200 | £1,350 | £950 | £570 | £6,870 |
| Counselling Services | N/A | N/A | N/A | £150 | £350 | £600 | £700 | £600 | £2400 |
| Additional Ed Psych support | £500 | £600 | N/A | £500 | N/A | N/A | N/A | N/A | £1600 |
| Additional SCI support | £250 | £250 | N/A | N/A | £450 | N/A | N/A | N/A | £950 |
| SALT family support workshops and TA intervention time | £600 | £600 | £200 | N/A | N/A | N/A | N/A | N/A | £1400 |
| Welcomm subscription to support the screening of communication needs in Foundation Stage | £100 | £160 | £60 | £40 | N/A | N/A | N/A | N/A | £360 |
| Subsidy for pupil premium children to support participation in visits/residential etc | £40 | £80 | £80 | £140 | £100 | £240 | £280 | £140 | £1,100 |
| Programme of learning needs delivered by teaching assistants this was developed due to COVID-19. | N/A | N/A | N/A | £640 | £1,000 | £1000 | £2,500 | £500 | £5,640 |
| TOTALS | £3,990 | £7,990 | £2,190 | £2,270 | £3,650 | £3,190 | £4,430 | £1,810 | £29,520 |
| Percentage of budget spend | 14% | 27% | 8% | 8% | 12% | 11% | 15% | 5% | 100% |
| Number of PP pupils | 2 | 4 | 2 | 1 | 5 | 4 | 6 | 1 | 25 |
| Percentage of school PP | 8% | 16% | 8% | 8% | 20% | 16% | 24% | 4% | 100% |
| Rating % spend v real PP percentage |  |  |  |  |  |  |  |  | 1 well above  1 above  3 average  3 below average |

Impact of last year’s spend is summarised below:

* Specific targeting of early intervention in spending plan: Nursery percentage rose from 5% to 14% and F2 from 8% to 27%. Lower school spending targets reflect approach to early intervention but still several specific projects aimed at KS2 support and catch up.
* SALT profile of EYFS cohorts and end of F2 levels in reading higher than previous years, impacted by extra support and Read, Write, Inc approach.
* Regular review by SLT and GB ensured a clear approach to lock downs and return to school plans including 2021/22 spending plan and new initiatives.
* Attendance- pupils in PP group close to non-PP with exception of two key families who have significant medical issues impacting the COVID situation. Both received bespoke support at home including personalised, live teaching.
* PP without SEND attend as well as non-PP.
* Punctuality- Less than 1 late mark per fortnight for PP families.
* Wellbeing- 11 pupils targeted for new breakfast club- 9 attend regularly.
* Other talents- all PP children attend clubs and take part in sporting, musical and cultural events. They are tracked by teachers and leaders and targeted to take part in all that the school offers. Teachers log impact too. Leaders and GB discuss the group at an individual level termly. All pupils included in social and emotional groups and all targeted to work with the wider community through charity/community work. All of the above impacted/adapted during COVID.
* Progress very positive. 88% made expected progress. 30-50% on track to achieve. Rises to 75-80% when SEND/PP removed from the analysis.
* 1 PP child leaving for specialist provision in Sept (Y3 pupil)
* PP pupils targeted for attendance in lockdown situation- 64% attended daily, 16% attended regularly. The remaining 20% attended sporadically but they had daily live teaching in 3 subject areas and isolation packs. All pastoral support was adapted- e.g. Zoom counselling sessions and wellbeing checks.
* 1 child now accesses a gifted and talented sporting activity which is financially supported by the school.
* COVID position of key pupils is positive due to extra support on return and quality provision during. Case studies for each PP child updated termly by staff.
* Additional transition and support for a Y6 pupil in place to ease wellbeing worries and anxiety of child and parent.