



# Hoyland Springwood Primary School

## Pupil Premium Development Plan 2020 – 2021



### Introduction

At Hoyland Springwood Primary School we recognise the barriers to learning that a number of our pupils are faced with. This can be particularly true for those pupils who are disadvantaged and receive Pupil Premium Grant Funding. We believe that barriers to learning can be overcome by providing a tailored educational pathway that will have a positive influence on pupils improving wellbeing, behaviour, concentration, attitude and academic achievement.

### What is Pupil Premium?

In 2011-12 the Government launched its Pupil Premium funding as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. This money is allocated to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). In 2012-13, the funding was expanded to include all children who have been eligible for FSM within the last 6 years. In addition, children whose parents work in the Forces or children who are Looked After Children/adopted also receive a grant.

### Principles of the Pupil Premium Funding:

- To ensure that teaching and learning opportunities meet the needs of all of our pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of children who receive the pupil premium funding are adequately assessed and addressed.
- In making provision for pupils, we recognise that not all pupil premium children will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals and they will, from time to time, be included in group interventions with children receiving the pupil premium grant.
- All our work through the pupil premium will be aimed at accelerating progress so that all children meet their expectations both academically and socially.

The school's Pupil Premium Leader is Mrs Tara Fear. Mrs Fear works in conjunction with Mrs Hunt, the headteacher, to lead on the development, delivery, monitoring and evaluation of the Pupil Premium Strategy.

<b>Total number of pupils on role (January 2020 census)</b>	<b>136</b>
<b>Total number of pupils eligible for Pupil Premium (January 2020 census)</b>	<b>65</b>
<b>Total amount of Pupil Premium to be received for 2020 - 2021</b>	<b>£89, 770</b>

**Barriers Identified as Impacting on the Achievement of Pupil Premium Pupils at Hoyland Springwood Primary School**

Below are some of the barriers to learning faced by our pp students every pupil's circumstances are different but all barriers to learning are evident in varying degrees for students within this group.

Poor attendance	Limited cultural nurturing	Social difficulties
Poor punctuality	Limited opportunities outside of school and	Emotional difficulties
Low expectation	behavioural issues	Poor diet and nutrition
Communication difficulties	Health problems	Lack of support at home with homework
Low aspiration	Sudden change of circumstances (short term family	Unsettled homelife or parents needing support
Low self-esteem	crisis)	with parenting skills
Lack of confidence	Bereavement	

Summary	Reason	Cost	Intended Outcome	Evaluation of Impact
TLR Payment for Pupil Premium Leader	To provide strong strategic leadership for Pupil Premium within school in order to maximise the impact of provision for children eligible for the Pupil Premium through improved outcomes. To ensure the wide range of interventions and support for our PP pupils is tightly coordinated and monitored. To challenge staff in relation to the attainment and progress of PP pupils during Pupil Progress meetings.	£5568	- To monitor the performance of our PP pupils against the performance of other pupils and those pupils nationally. To provide support and CPD for staff. To inform Governors on the performance of our PP pupils. - To close the gap between our PP and those nationally. - To close the gap between School PP and School Other pupils	Data shows an increase in percentage of disadvantaged who have achieved GLD with attainment at 78% which is above national percentages from the past three years. Phonics data shows 100% of disadvantaged pupils achieving Y2 phonics with national being 82% in 2019. KS1 data for reading shows that PP pupils are achieving slightly lower than whole cohort being at 45% compared to 56% however PP achieving GD in reading is higher than whole cohort (18% compared to 11%). In writing PP achieved 45% expected compared to 44% for other pupils in the cohort. Maths has shown a similar picture with PP performing slightly below others in the cohort at 45% compared to 67%. Comparison to previous years shows that the gap between the attainment of disadvantaged

				<p>pupils compared to other pupils is showing a reducing trend. At KS2, the trend is similar, with the gap between the attainment of disadvantaged reducing.</p> <p>Based on teacher assessments on EAZ mag for all year groups, the vast majority of pupils have made 3 or more steps progress in reading, maths and writing.</p>
<p>Use of SeeSaw to engage with home learning. Parents will recognised the important of home learning to support the progress and attainment of disadvantaged children</p>	<p>Covid-19 meant home learning became a big priority. School have significantly developed the use of SeeSaw to support home learning during remainder of academic year. School to continue to engage with SeeSaw and home learning</p>	£3000	<ul style="list-style-type: none"> <li>- Pupils to engage in learning at home</li> <li>- School staff to effectively communicate with pupils around their learning and intervene to ensure success</li> <li>- To close the gap between School PP and School Other pupils or at least maintain the gap to those nationally</li> </ul>	<p>Seesaw was used effectively during school closures. Pupils who were not engaging in the learning were identified and this was followed up with phone calls home.</p>
<p>Develop pupil speaking and listening and oracy skills.</p>	<p>To allow the children to develop good pronunciation and oracy skills which underpin successful communication, verbally and in writing.</p> <p>PP leader to develop the programme with other staff in school coaching staff to ensure effective modelling and intervention.</p>	£1020 (£170 x 6 days supply)	<ul style="list-style-type: none"> <li>-whole school focus during lessons and unstructured parts of the day.</li> <li>-structured interventions put in place for identified pupils who need an intensive language focus.</li> <li>-talk and oracy activities planned carefully in all aspects of the curriculum.</li> </ul>	<p>Language assessments show that spoken language has shown an improving trend, especially where the focused interventions have taken place. Through monitoring and learning walks, it is clear that staff are starting to embed good communication within their own practice and the classroom environment.</p>
<p>Develop reading fluency and interest in reading for those reading below ARE in KS2</p>	<p>To allow children time to re-read familiar texts at all levels in order to increase fluency and knowledge of story/non-fiction language.</p>	£2015	<ul style="list-style-type: none"> <li>- Children have access to high interest and low level books to ensure interested in reading.</li> <li>-Favourite 5. Books to be purchased which allow multiple copies of key texts to be available in classrooms.</li> <li>-pupils to be given opportunities to spend time re-reading these texts as a class and individually.</li> </ul>	<p>All classrooms have books appropriate for the year group and access to lower level books that have high interest. Each class has an area in the reading corner which celebrates the favourite 5 books for the class and encourages reading. Pupils can select these books when free reading in order to re-read them.</p>

			-progress of these pupils to show significant impact towards national standards.	
Developing further positive approaches to mental health and wellbeing in school e.g. mindfulness	<p>To support the emotional wellbeing and mental health of all pupils</p> <p>Thrive resources and training Thrive license Thrive staffing Development of Incredible Me and trust mental health strategy</p>	£14000	<p>-Thrive. Continue the use of Thrive throughout school by purchasing an Annual Thrive License. Licensed Practitioners to receive annual CPD. Thrive will support our children emotionally - helping staff and children to understand needs signalled by their behaviour and providing us with targeted activities to help children reengage in learning. Thrive will also support our children emotionally throughout the Covid-19 pandemic.</p> <p>Thrive Lead to manage and monitor delivery of Thrive across school.</p> <p>Thrive Lead to deliver Thrive training to all support staff to enable Thrive support to be offered to key children within their bubbles during lessons and unstructured times in order to support vulnerable children throughout the Covid-19 pandemic.</p> <p>-Improvement from class baseline profiles in emotional wellbeing, ability to concentrate and amount of confidence</p> <p>-Research into 'Mind Up' programme.</p> <p>-Develop 3x daily brain breaks during the day to focus on breathing and strategies to help the pupils develop a bank of strategies to draw upon when needed.</p> <p>-Blurt project carried out throughout school to develop awareness and</p>	<p>Thrive has been used successfully throughout school with behaviours recorded decreasing due to it's use. 'Incredible Me' has been introduced as an alternative to Thrive which and training has been started to be delivered to ensure all staff are confident in the new system.</p> <p>The blurt project has been carried out in all classes and this has shown an impact when looking at the children's self-assessments for their own understanding.</p>

			strategies to develop resilience. End of project assessments for this to show improvements from baseline.	
CPD and resources for teachers and TAs on Wave 1 approaches	To improve quality first teaching to ensure that all pupils receive White Rose Maths Training DfE Maths training (Ready to Progress) Resources – Rekenrek and Number Sense Leaders coaching and training staff across the school to impact on attainment Developing RQT quality wave one Jerry Clay oracy development with staff.	£2250 (£170 x 12 supply plus resources)	- Raised awareness for staff of the national picture and gap between PP pupils and those nationally particularly in light of Covid-19. -baseline assessments completed and gaps in knowledge targeted through interventions and adaptations to teaching sequence.	All teachers have assessed the pupil's knowledge and planned sequences of learning to fill the gaps. This is ongoing into the new school year especially with a focus on the curriculum. Interventions have been carried out to focus on particular pupils where a ore targeted approach has been identified.
Highly qualified TA's across school	Ensure that additional capacity of TAs impacts on the outcomes for all pupils, especially those with additional needs. Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve ARE or catch up to ARE due to COVID Ongoing programme of CPD to support teaching and learning.	£58393 (48% of TA total annual salary)	Improvement in the number of disadvantaged children achieving ARE and Greater Depth in reading, writing and maths or catching up due to COVID. Additional Support Staff to support delivery of a reconnection Curriculum / deliver targeted interventions following Covid-19 school closure. Disadvantaged pupils with gaps in their learning to be identified and support staff to focus on supporting these children in small groups and in one to one situations to provide targeted support in order to accelerate progress and close the attainment gap for Pupil Premium children.	Interventions carried out targeted at specific gaps in pupils knowledge. All staff took part in CPD to look at the catch up curriculum and deliver sessions based on pupil needs.

			Additional staffing will enable early intervention for pupils when gaps have been identified.	
PP attainment in phonics	To ensure that in addition to quality first wave teaching additional input is given to ensure pupils reach their targets to provide additional support to combat any additional barriers to learning. Early Reading Leader training and coaching days to support the delivery of the programme to increase attainment and ensure every child a reader by 7 years.	£1020 (£170 x 6 supply)	<ul style="list-style-type: none"> <li>- To close the attainment gap between PP pupils and other pupils in our school.</li> <li>- To ensure the PP pupils are closely monitored and progress accelerated -</li> <li>All PP children who are targeted to achieve the phonics screen will achieve it</li> </ul>	Phonics data shows 100% of disadvantaged pupils achieving Y2 phonics with national being 82% in 2019.
Employment of Parent Support Adviser	To ensure families have access to timely, high quality support to address barriers to and access to learning (emotional, learning, home environment, Safeguarding) and to promote strong school attendance.  Actions to include regular meetings with EWO/attendance officer and PSA to discuss support for key families, home visits to families, telephone check ins.	£12,864 (48% of annual salary)	<ul style="list-style-type: none"> <li>- To ensure families have the support needed to ensure pupils are in school and learning.</li> <li>- PSA to offer attendance advice in relation to the Covid-19 pandemic and offer support with accessing home learning for children isolating.</li> <li>- Parenting support with routines/getting children into school</li> <li>- with the aim to achieve greater engagement and improved attendance from these families</li> </ul>	PSA has worked hard to establish links and support networks for vulnerable families.
Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and TADS)	To provide strong and sustained support for pupils from disadvantaged backgrounds to address emotional barriers to learning and wellbeing.	£6000	<ul style="list-style-type: none"> <li>- To ensure the full range of pupil needs are met.</li> <li>- To support pupils with social and emotional difficulties so they are able to access teaching and learning.</li> </ul>	Support has been accessed from a variety of external agencies where possible with changes to working imposed by covid-19

Magic Breakfast Club	To ensure that all pupils have access to a free nutritious breakfast on a daily basis	£4500	- Children to have a nutritious breakfast in order to have an effective start to the day - All children to have access to breakfast during register.	All children attending breakfast club were ready for learning. Pupils who were not able to attend, have access to bagels at the start of the school day.
Breakfast Club for Y6 pupils	To ensure that all the children have a settled morning with a healthy breakfast and their mental wellbeing supported by staff each morning	£100	- To ensure the Y6 pupils have had breakfast during SAT week and are all in school on time.	NA due to school closure
Improved Attendance	Additional EWO support (£1791) Attendance Officer (£4344, 48% Of salary) To provide support to families in achieving strong attendance through partnership working with families, PSA and EWO Attendance prizes, awards, certificates, end of term and end of year prizes for 100% attendance	£6500	To improve attendance across the school and reduce the instances of those children who are persistently late.	Attendance percentages for PP were at 90.56% compared to 94.30% for the whole school. 74% of persistent absences were PP however attendance figures were greatly affected by lockdown periods and isolating which makes comparison to previous years difficult.
After school booster sessions with teachers to ensure children have a greater opportunity to reach ARE at the end of KS2	Attainment at Year 6 is below the national expectation. Y6 outcomes to evidence good or better progress and attainment.	£360	-To increase the % of pupils achieving higher levels in reading, writing and maths. -To increase the % of disadvantaged children achieving age related expectations by the end of Y6. -PP that are no SEN to achieve ARE in reading especially	NA due to school closure.
Subsidising of residential visits for PP children	To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience <b>if the situation with Covid-19 allows.</b>	£540	- To ensure PP pupils have the same rich learning experiences as other pupils regardless of economic background.	NA due to school closure and covid restrictions.
<b>Total</b>		<b>£118,129</b>	Deficit of £28359 to come out of school budget	

