

Pupil Premium Strategy Statement 2021-24



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Burnley Springfield Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	Total - 96/210 (46%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (although reviewed annually)
Date this statement was published	2 nd September 2021
Date on which it will be reviewed	Termly (fully July 2022, July 2023, July 2024)
Statement authorised by	Faith Stringer
Pupil Premium Lead	Samaira Nasim
Governor / Trustee Lead	Faith Stringer

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£129,120
Recovery Premium funding allocation this academic year	£13,920
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£9,214
School led tutoring for the academic year	£10,125

Total for this year

£162,379

Part A: Pupil Premium Strategy Plan - Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

1. ensure disadvantaged pupils are challenged in the work that they're set
2. act early to intervene at the point need is identified
3. adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Detail of Challenge
1	Our on-entry observations of EYFS cohorts, starting school indicates that pupils are starting with very low starting points and even more so since the pandemic. The pupils are starting school with underdeveloped language and communication skills. This impacts on their ability to make progress, especially with regards to reading and writing
2	Our assessments and observations reveal that pupils present with low levels of self-confidence, self-esteem, and emotional resilience- more so amongst disadvantaged pupils and those from chaotic homes
3	Over the years the number of EAL pupils has risen steadily. At present we have over 17 languages in school. Our observations of the pupils arriving at school is that many of them are new to the country, so are arriving either with very little school experience (lower down in the school) and/or with very little English.
4	Our assessments and observations indicate that parental engagement, coupled with low academic ability and lack of routines and boundaries at home is limiting parent's ability to support their children and as a result families place less importance on education, resulting in low aspirations.
5	Our observations indicate that pupils have a limited knowledge and understanding of the world -limited life experiences/cultural capital. These challenges affect the vast majority of our pupils.
6	Our attendance data indicates that attendance has declined since the pandemic (some historic). This is more prevalent amongst the disadvantaged children which has impacted on pupil progress. These findings are supported by national studies. 22% of all PP in 2020-21 were 'persistently absent'.
7	Our assessments revealed that the education of the vast majority of our disadvantaged pupils has been impacted by partial school closures. Low levels of engagement amongst pupils, with reference to remote learning during partial school closure, has led to limited progress being made and pupils falling behind.
8	External factors such as social deprivation, chaotic home lives, poverty, mental health issues amongst parents and issues around housing is also impacting on the progress that pupils are making.

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
<p>Improve Language and Communication skills for pupils in school</p>	<ul style="list-style-type: none"> • Timely identification of children that require speech and language support with a view to improving outcomes. • % of children reaching expected standard at the end of the academic year increases from starting points for language increases • % of pupils reaching expected for Speaking at EYFS is closer to National average and higher than 2020-21 (also when compared to baseline) • Gap closes between PP and Non-PP pupils for Speaking narrows, with assessment data revealing pupils using a wide range of vocabulary when compared to initial baseline assessments. • Wellcomm results show a % increase in the number of pupils at ARE at the end of the year across all year groups. • All staff confident in delivering WELLCOMM across school as an intervention • NELI demonstrates positive impact- children make accelerated progress. This programme is used with identified EYFS and Y1 children as a means of improving children's language and early literacy skills
<p>Increased levels of self-confidence, self-esteem and emotional resilience leading to improved levels of engagement in class. Pupils also become more resilient to trying new things and cope well with changes.</p>	<ul style="list-style-type: none"> • Boxalls/GL assessment information reveals a positive picture for identified children • Number of incidents and concerns on CPOMS shows a decline • Monitoring and evaluation from pupil attitude questionnaires reveal that children are demonstrating increased levels of self-confidence and self esteem • Teachers report that identified children are better placed to respond more positively to stressful, unexpected situations and crises through self-regulation.
<p>Vulnerable and disadvantaged EAL children are best placed to deal with social, cultural, language and learning related challenges as they arrive in school.</p>	<ul style="list-style-type: none"> • Children settle into school quickly on arrival • Opportunities are created for EAL children to speak their own native language for those that have very limited English, which impacts positively • Increased interactions from EAL children in the class as they settle • EAL assessments reveal that children make good progress from on entry baselines
<p>Increased levels of engagement from parents so that they are better placed to support their pupils</p>	<ul style="list-style-type: none"> • Increased active parental engagement through sharing information through social media • Parents and families attending events during the academic year. • Levels of engagement from vulnerable families increases. • Parents attend workshops and classes hosted by school which ensures parents are better placed to support pupils

<p>Increased cultural capital that is woven through the curriculum, therefore providing all pupils with the desire to aspire and achieve social mobility whatever their starting points.</p>	<ul style="list-style-type: none"> • A significant increase in participation in a range of experiences, visits, working with creative practitioners etc., bringing learning to life, particularly amongst disadvantaged pupils • Pupils have access to a range of extra-curricular provision to broaden their experiences that are highlighted in whole school progression maps created by subject leaders • School will fund visits for PP pupils, taking away the financial barriers for families.
<p>Attendance rates improve for our disadvantaged pupils so that it is much closer if not at National.</p>	<ul style="list-style-type: none"> • Attendance gap between disadvantaged pupils and non-disadvantaged pupils is reduced when compared to previous years. • The percentage of all pupils who are persistently absent falls when compared to 2020-21 • The gap between persistently absent disadvantaged pupils and non-disadvantaged is reduced further.
<p>Improved outcomes for our pupils, ensuring they make accelerated progress from their starting points by ‘catching up’ on missed learning opportunities</p>	<ul style="list-style-type: none"> • EYFS, KS1 and KS2 outcomes improves when compared to the previous year. • Outcomes reveal that more disadvantaged pupils meet the expected standard when compared the previous year • Data reveals that daily targeted interventions have a positive impact on standards when compared to starting points.
<p>Families readily access support services within and arranged by school resulting in parents being better placed to support their children</p>	<ul style="list-style-type: none"> • Positive relationships between staff, pastoral manager and parents encourages more parents to engage with school and seek necessary support that impacts positively on their mental health.

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: £50,000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All disadvantaged pupils/vulnerable make at least good progress from their starting points	High quality first rate teaching delivered by staff across school Baseline data reviewed and realistic, achievable targets set for children Teaching builds on what children know, using gap analysis reports to support the progress.	Sutton Trust - quality first teaching has direct impact on pupil outcomes	Pupil progress meetings with staff to set achievable targets for children Monitoring schedule drawn up by SLT for lesson observations and drop ins	1,3,7
	Formative assessment procedures reviewed and then utilised by staff to enable them to adjust learning in a timely fashion whilst learning is in progress.	Assessment and feedback Education Endowment Foundation EEF	Termly monitoring and evaluation	1,3,7
	Regular high quality CPD delivered provided, utilising the local authority where required to ensure staff are highly skilled	Highly quality CPD, to ensure skilled and confident staff will see better progress from pupils. Pupil Premium Guide Education Endowment Foundation EEF	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	1,7

	Purchase a DFE validated systematic synthetic phonics programme (Bug Club) to secure stronger phonics for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	Phonics/English/SLT monitoring calendars to monitor reading/phonics effectively and regularly across school.	1,7
	Purchase of standardised diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	Termly review of standardised assessments	1,3,7
	Ensure parents are provided with clear and timely information on how their children are progressing in relation to expected standards	EEF reports on positive impact on parental involvement on outcomes for pupils. Working with Parents to Support Pupils' Learning Education Endowment Foundation EEF	Termly reports to parents to share with them how well their children are doing	4
	Whole staff CPD focusing on mental health and wellbeing to support pupils' learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding Access counselling service with key children - Freeflow	Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF There is extensive evidence associating childhood social and emotional skills with improved	CPOM records Supervision Talking to staff	2,4, 8

	Key children to access emotional literacy sessions led by Nurture lead	outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £65,360

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
All Pupil Premium pupils make at least good progress from their starting points	Regular Speech and language intervention sessions conducted (WELLCOMM/NELI) for targeted pupils across school, run by learning support assistants	<p>Speech and Language is the main area of need for our children in school</p> <p>The Nuffield Early Language Intervention case study showed that this had a positive impact on the language skills of children in the trial. This was true for both the more expensive, 30-week version, starting in nursery, and the 20-week version, delivered only in school.</p> <p>Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version.</p>	Baseline data will be compared with on exit data for pupils that are accessing speech and language intervention. From this, next step discussed with staff.	1,7
	Purchase WELLCOMM for Key stage 2 classes- a complete speech and language programme.		Initial screening leading to interventions followed by measuring progress. Use of	1,7

			traffic lights to pinpoint gaps and difficulties.	
	Additional phonics sessions targeted at disadvantaged pupils in EYFS and KS1 who require further phonics support, as a means of accelerating progress	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	Phonics assessments will be conducted regularly and monitored by Phonics Lead. Reading books sent home will be assessed in terms of relevance when compared to the phonics stage that the children are at.	1,7
	Daily reading sessions with children that are not being supported by parents at home, or are well behind their peers- use of additional LSA's to facilitate this across school Daily class read led by teacher to promote love for reading, using high quality texts.	The act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills. Developing a reading habit is perceived as helping students to get better at reading. Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading	Use of accelerated reader to determine reading growth for children Effective AFL strategies employed by staff and monitored by SLT	1,7

		and the motivation to do so - building both the will and the skill.		
	<p>Increased focus on maths fluency- daily sessions timetabled across school to build foundations. Maths also integrated into different activities throughout the day.</p> <p>Maths lessons making use of manipulatives and representatives to encourage discussion and embed concepts.</p>	<p>High expectations of ALL pupils - no ceiling/differentiation in expectations</p> <p>Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF</p>	<p>Maths leader monitoring</p> <p>Pupil Progress meetings</p> <p>Learning walks</p> <p>Book looks</p>	1,7
	<p>Engage with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Intervention logs</p> <p>PP meetings</p> <p>Book looks</p>	1,7
	<p>Subscriptions to web based online programmes (Bug Club, Purple Mash, Bedrock, TT rockstars)</p>	<p>Use of digital technologies - clear evidence to support technology at home for maths, English and phonics.</p> <p>Using Digital Technology to Improve Learning Education Endowment Foundation EEF</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	<p>SS monitoring use and impact of online programmes.</p>	1, 3, 4

		Working with Parents to Support Pupils's Learning Education Endowment Foundation EEF		
Improved integration and support for EAL children that are new to English	<ul style="list-style-type: none"> • Appoint new EAL lead on a fulltime basis to work with targeted EAL children • Create a new EAL classroom for children to access, that are new to English • Training for newly appointed EAL lead, that is ongoing as a means of upskilling • EMAS.uk online bilingual resource library • Purchase a range of bilingual dictionaries for EAL children • Purchase NASSEA framework • Use of Google translate as a form of communication using newly acquired school IPAD. Google translate also used to translate publication. 	Increased number of EAL children joining the school with a range of languages. Significant increase over the last few years.	<ul style="list-style-type: none"> • CPOM logs- EAL settling into school • NASSEA framework-tracker 	3

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

Budgeted Cost: £47,019

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
Attendance rates improve for our disadvantaged pupils so that it is much closer if not at National.	Appoint a full-time pastoral manager to take a lead for supporting and working with vulnerable families and children.	Parent surveys Working with Parents to Support Pupils's Learning Education Endowment Foundation EEF The DfE guidance has been informed by engagement with schools that have significantly	Regular meeting with pastoral manager and SLT focusing on engagement with vulnerable families and attendance	6,8

	<p>Use of Breakfast Club that runs on a daily basis</p> <p>Role to involve leading on attendance and embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and time for pastoral manager to develop and implement new procedures. Additionally pastoral manger will also deal attend TAF, CAT, CIN, CP meetings</p>	<p>reduced levels of absence and persistent absence.</p> <p>Children arriving at school late, often without having breakfast. This resulting in children not engaging with learning, missed morning lessons and children not making progress. Low-income families - breakfast not always possible.</p>		
	<ul style="list-style-type: none"> • Pastoral manager contact made on the first day of absence and conduct home visits where needed. • Each week, an attendance report will be produced by the bursar for across school. This will outline weekly attendance figures. Attendance issues will then be picked up the pastoral manager with a view to early intervention. All conversation details logged on CPOMS • Attendance data will be tracked, and monitoring schedule put in place for some families if needed. 	<p>Working with Parents to Support Pupils' Learning Education Endowment Foundation EEF</p>	<p>Regular meeting with pastoral manager and bursar with regards to attendance</p> <p>Weekly attendance reports analysed</p>	<p>6,8</p>

<p>Families readily access support services within and arranged by school. Parents more proactive in their children's learning and engage with school and adult learning to up skill themselves</p>	<p>Pastoral manager supports families</p> <ul style="list-style-type: none"> • Liaise regularly with the MASH/CART teams when families are on the cusp of social services • Liaise with the police CBM • Liaise with social workers where children are subject to child protection plans/child in need • Instigate CAF's • Chair TAF meetings • Attend child protection meetings, core group meetings, CIN meetings • Liaise with external agencies where signposting families is an option, e.g., Fire Service, Young Carers, Early Action Police Team, Early Break, Safenet, etc. • Liaise with housing associations such as Calico regarding rent arrears and anti-social behaviour • Assist parents whose children need medical appointments with ELCAS • Meet with parents/carers to discuss High levels of vulnerability across school which has been worsened by the effects of the COVID-19 pandemic. • Monitoring of support provided and the impact this has on the individuals in school and their families. • personal issues and referrals to agencies • Offer 1 -1 parenting strategies to parents using Incredible years/Strengthening families/Challenging Years • Liaise with Lancs Adult Learning to deliver courses 	<p>High levels of vulnerability across school which has been worsened by the effects of the COVID-19 pandemic.</p> <p>As a district, Burnley is significantly worse than the England average for the following:</p> <ul style="list-style-type: none"> • Proportion of children in poverty • Teenage pregnancies • Alcohol specific stays in hospital • Hospital stays for self-harm 	<p>Monitoring of support provided and impact this has on families/individuals in school and their families</p>	<p>8</p>
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	<ul style="list-style-type: none"> • Support and access support for parents who have drug/alcohol dependency • Collect children from home and visit children reluctant to come to school • Provide a base for positive universal work around pupils and families to promote wellbeing at school and in the home • Pastoral programmes are delivered for parents and children that focus on social and emotional development • Make use of the CAHMS type outside service as a clear pathway of getting early support around mental health • Pastoral manager offering support for online Secondary school places. • Support provided to families with poor IT skills when applying for secondary school places 			
<p>All pupils have access to a quality, rich curriculum, developing cultural capital</p>	<ul style="list-style-type: none"> • Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences • Enrichment experiences to create aspirational children • Cultural capital lead to track what children are accessing. 	<p>Children join school with limited life experiences Children display low levels of aspiration</p>	<p>Pupil questionnaires</p>	<p>1, 2, 4</p>

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 - Feb 2021 led to National tests being cancelled in July 2020/21 - there is therefore no national data.

Our assessments, observations and internal monitoring indicated that the following were significantly impacted last year, primarily due to COVID-19-related issues.

- Attendance rates across school
- Pupil behaviour, wellbeing, and mental health- especially more so for disadvantaged pupils
- Achievement and attainment- much of the end of year targets were not met as the children could not benefit from the PP strategy plan. Results at the end of 20-21, showed that the gap between PP and Non-PP children had further widened across subjects. This was the case, despite school putting in place a high-quality curriculum during school closure. During school closure, all children had access to learning material on the school's learning platform and resources from oak academy. More than 50+ devices were also loaned out to families struggling with access to devices. Unfortunately, the number of devices school was allocated was not enough- so school created relevant learning packs for children, which were delivered to children every week. Despite all these steps being put in place, engagement across year groups was minimal.

Externally provided programmes

Programme	Provider
NELI project	Nuffield Foundation
S&L intervention-WELLCOMM	GL assessment