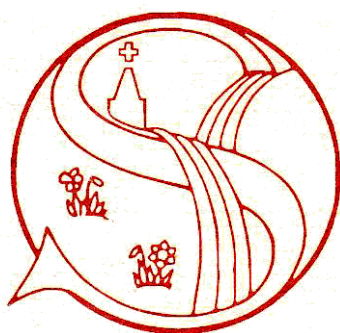


SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do as
we follow the Gospel values of Jesus Christ.*



Together, we will do our best for Jesus.

PUPIL PREMIUM STRATEGY 2022-2023

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Pupil premium strategy statement

Springhill Catholic Primary 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	652
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Annually - November
Statement authorised by	R Ashworth
Pupil premium lead	R Ashworth
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,800
Recovery premium funding allocation this academic year	£13,775
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>	£124,575

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy focusses on closing the gaps, allowing gaps not to open and supporting the wellbeing and engagement of our children and families as well as removing barriers for learning. Our ultimate objective is to close the gap between the socially disadvantaged pupils and their peers by removing barriers to learning, thus enabling all the children to achieve their full potential, regardless of their ability.

Specialist teachers for Computing, French and Music are employed to deliver a high quality wider curriculum to all children, providing them with essential cultural capital they need to be successful in life.

We continuously strive to improve our practice and in turn the children's progress. We have therefore trialled a number of strategies over the years and the ones that we continue to use are supported by evidence; be it through our own research or through research carried out by EEF, Sutton Trust or Sheffield Pupil Premium Action Research.

Challenges

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

Challenge number	Detail of challenge
1	33% of the children on the SEND register are eligible for pupil premium. This compares to 22.5% nationally (July 2022). Records and observations show that our children who are PP with SEND generally struggle more than the other SEN categories.
2	National data shows an increased attainment gap between PP children and non-PP children. Children in the past have not been tracked across the core subjects in a data rich way to ensure next steps for PP children are really evident and to catch children quickly if they are off target.
3	The school has seen an increase in PP numbers and families requiring extra support. National data shows that in January 2022, 1.9 million pupils were eligible for free school meals, 22.5% of all pupils. This is an increase of nearly 160,000 pupils since January 2021, when 1.74 million (20.8%) of pupils were eligible for free school meals. Some of these families hit crisis points and require support as observations show low attendance, attainment and wellbeing for this children.
4	Attendance data shows that our disadvantaged pupils have lower attendance than their non-disadvantaged peers. Whole school attendance for 2021-22 was 95.07% whilst disadvantaged children's attendance was 94.3%. Research shows that 'every day matters' in school.

5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities or tricky home life situations. This impacts on their attainment in school.
6	Observations and discussions show that more often than not, parental engagement for children eligible for PP is low. This impacts on the children's attainment as they don't see the value in education and little support is offered at home.

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
Increase the % of PP children matching or exceeding non-PP children in progress in core subjects.	The end of year percentage of children achieving equal or better progress than non-PP pupils in core subjects will be higher than in the 2021-22 in all core subjects.
Barriers to learning removed enabling children to fully participate in learning.	All the disadvantaged children will fully engage in all the school activities.
All the disadvantaged children will have extra opportunities to read at school and reading for pleasure will be promoted throughout the school. Homework club will be provided for the children who are not supported with this at home.	All the PP children will achieve at least two reading badges/gems during each academic year. All the PP children will complete their weekly homework. Increase in the amount of PP children achieving ARE or above in the core subjects from the baseline in 2022.
To achieve and sustain improved attendance and punctuality for all, especially for our disadvantaged pupils.	Number of late arrivals will decrease and: <ul style="list-style-type: none"> Overall attendance will increase to 96%. The percentage of pupils persistently absent will decrease to 5%.
To achieve and sustain improved wellbeing for all pupils but particularly the disadvantaged.	By July 2024, pupil voice and teacher observations will show an increase in wellbeing with increased participation in enrichment activities.

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: £42,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised test 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Ongoing CPD for staff around active learning and 'Trauma Informed Classroom' to ensure no learning time is wasted.	Active learning has strong evidence to show improvement in pupils' attainment. Research for trauma approaches also shows much better engagement of children in lessons and therefore better outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 5
After-school group teaching focussed on maths, literacy and phonics skills help to ensure children don't fall further behind and in fact, catch up with their peers.	After school groups are get small and focussed. EEF research shows that small group tuition generally adds 4 months of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Specialist teachers in music, French and computing.	Quality first teaching is evidenced as being the most beneficial use of funding. Through employment of specialist teachers, all children, including the disadvantaged, receive high quality teaching in these subjects.	2, 5

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

Budgeted cost: £75,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Extra teacher hours in the morning in each year group to ensure PP children have access to small group sizes.	An extra teacher in each year group for the mornings reduces the size of group 4 who are taught in small – 6-8 pupil group sizes for the core subjects. EEF suggests this adds 4 months of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Private EP engaged to ensure our Children with SEND/PP have access to high quality support and the correct targeted interventions.	Pinpointing early on where learning may be difficult is essential to ensure no learning time is wasted and that an attainment gap does not appear. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1

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

Budgeted cost: £12,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a counsellor to provide high quality access to mental health support.	Accessing quality mental health support is very tricky. Children who can learn the skills of self-regulation can add up to 7 months of progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,5
Employ a Home link worker/ELSA to increase parental engagement and support – improving the loves of our children eligible for PP.	A home link worker/ELSA can carry out many functions which all have a good evidence base from the EEF as listed below. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4,6
Music lessons, sports clubs and extra school trips provided where	Arts education and experience has an evidence base for improving pupils attainment especially in literacy. Enrichment also impacts on wellbeing and self regulation.	3

it is felt it will impact positively on a pupil.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £130,841

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal school data shows that disadvantaged children are still closing the gap in their attainment when compared to their peers.

External results were as below (Year 2 SATs):

	Reading		Writing		Maths	
	Springhill	National	Springhill	National	Springhill	National
Whole cohort	ARE 82%	ARE 67%	ARE 74%	ARE 58%	ARE 80%	ARE 68%
	GDS 34%	GDS 25%	GDS 20%	GDS 15%	GDS 26%	GDS 22%
Disadvantaged	ARE 82%	ARE 51%	ARE 73%	ARE 41%	ARE 82%	ARE 52%
	GDS 18%	GDS %	GDS 9%	GDS %	GDS 9%	GDS %

Year 6 KS2 SATs:

	Reading		Writing		Maths	
	Springhill	National	Springhill	National	Springhill	National
Whole cohort	ARE 89%	ARE 75%	ARE 87%	ARE 69%	ARE 90%	ARE 71%
	GDS 54%	GDS 27%	GDS 20%	GDS 20%	GDS 43%	GDS 27%
Disadvantaged	ARE 80%	ARE 62%	ARE 65%	ARE 55%	ARE 70%	ARE 56%
	GDS 40%	GDS %	GDS 10%	GDS %	GDS 20%	GDS %

These results display that although our pupils do very well when compared to national averages, they still have a significant gap with their non-disadvantaged peers at the end of KS2, especially in writing and maths. Our new strategy focuses on these areas to ensure we give our disadvantaged the very best start to KS3.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We currently receive no service pupil premium funding.

The impact of that spending on service pupil premium eligible pupils

n/a