

Pupil Premium strategy statement

Springvale 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	243
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	12 th December 2022
Date of next review	Autumn 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Mr L McClure
Governor lead	Mr N Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,700
Recovery premium funding allocation this academic year	£1620
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£40,320

Part A: Pupil premium strategy plan

Statement of intent

The most simplistic way to state our intent is to say that we want to identify the academic, social and emotional potential in each individual Pupil Premium (PP) child at our school as early as possible and then set about working as a team, with their family and any external agencies involved, to ensure that they meet that level of potential.

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas within the National Curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to participate fully in school and achieve in line with non-disadvantaged peers or continue to progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils and their varying needs. This is assessed on a family-by-family level so that each child and parent/carer is supported well.

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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme (2020-21 and School Led tutoring since 2021) 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 as well as our very extensive knowledge of our pupils and their families. Ensuring the quality of first wave teaching, targeted intervention and tuition based upon diagnostic assessment are key aspects of our pupil premium strategy. This, alongside wider strategies to support families and individual pupils to engage in school life are key principles of our plan.

Where PP children also have SEND also, we work in partnership with the family, external advisors and services and our experienced SENDCo to set out goals and aims for all pupils that are carefully tracked and evaluated.

Where we feel our school goes a little further than some settings is the well-rounded nature of our curriculum support. We allow Pupil Premium children to access free sports and activity clubs, breakfast clubs, reduced costs or free visits and other

pastoral support. Many receive a blend of tutoring, counselling and additional guidance from specialists to ensure that their varied needs are met.

All Governors take on the responsibility for this relatively small yet crucial group of pupils at our school. We discuss the children and their progress or challenges termly in our Achievement and Learning committee.

Challenges

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

Challenge number	Detail of challenge
1	<i>Many of our PP children also have significant SEND needs.</i>
2	Many of our PP children join the school with limited speech and language.
3	Some families were impacted by COVID-19 and related absence/illness.
4	A small number of families have needs outside of the children and some are reluctant to engage with wider services to meet their needs. This adds additional pressure to school staff and leaders as we provide the necessary support so that pupils are progressing.

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
That PP children attend regularly and have good habits in terms of time keeping and standards of uniform/readiness to learn.	<ul style="list-style-type: none"> -PP attendance at Springvale is above the national average for all pupils -The gap between PP attendance and non-PP attendance is closing -PP pupils are very rarely late and where they regularly late the school engages with external advice and services to improve matters -PP pupils are ready to learn and have the right uniform, kit and equipment to take part in the full curriculum
That PP pupils can access all that the school offers across the curriculum and beyond.	Support is provided to pupils with: <ul style="list-style-type: none"> -Free/nearly new uniform and kit -Reading and home learning materials -Free meals (or vouchers when absent) -Free access to clubs and sports events

	<ul style="list-style-type: none"> -Free access to milk, fruit and snack -Free access to a breakfast club -Wellbeing support where required
To ensure that all staff are able to precisely target the PP pupils and ensure that they make good academic progress.	<ul style="list-style-type: none"> -Regular communication between staff and leaders -Detailed assessments find pupil levels and gaps in knowledge -Staff work with leaders to ensure that provision matches need -Targeted pupil progress processes -Regular partnership work between family and school -Monitor the quality of provision and impact on data
Target pupils who have not made good progress to catch up quickly and to achieve their potential by the end of a school year or phase.	<ul style="list-style-type: none"> -As above with additional use of support staff, boosting activities and/or SLT

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: £13,000

Activities	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching time that targets PP pupils to catch up and achieve. Includes all Literacy and maths curriculum areas and all year groups.	Focused Literacy and maths provision ensured that pupils who were not meeting their made good progress from their starting points or caught up. This included senior leaders, school based tutors and class teachers. A cycle of assessment and moderation captured which pupils to target and this was shared with leaders, parents and governors throughout the year.	All but 1 and 3 mostly

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

Budgeted cost: £22, 320

Activities	Evidence that supports this approach	Challenge number(s) addressed
This is our largest spend. Many small group and individual programmes supported pupils on PP- many of whom are also SEND pupils. This includes phonics work, SALT, targeted maths or handwriting programmes, for example. This also includes support for wellbeing.	<ul style="list-style-type: none"> -Additional TA time providing booster activities to small groups, pairs and/or individuals -Smaller and targeted groups in key learning activities like phonics, maths, MTC -SCI support -ED Psych support -SALT TA specialist -Wellbeing TA -School Counsellor 	All but 1 and 2 mostly

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

Budgeted cost: £5,000

Activities	Evidence that supports this approach	Challenge number(s) addressed
Attendance support, wellbeing support in school, access to clubs and competitions. Other support for families relating to costs- uniform/kit/books etc	Attendance rates are very high for our school, including PP families. Standards of uniform, readiness to learn and behaviour are very high. Pupils tell us they are happy and feel safe. Pupils and their families receive timely support and counselling when it is required. Other services are engaged where required to help through the EHA process.	All but 3 and 4 mostly

Total budgeted cost: £40,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

All 3 pupils met the reading standard by the end of F2(100% compared to 53% nationally) and 2 of the 3 met the GLD standard (67% compared to 50%)

Y1 phonics

67% (2 of 3 now on role in Y2) met the PSC standard compared to 62% nationally

100% of Y2 pupils who receive PP met the standard compared to 78%

KS1

1 pupil out of 3 met the standard in all areas (33%) which is slightly below the national average. The 2 pupils that did not achieve have very different needs and contexts. Both pupils were supported well throughout the COVID period and are making very pleasing progress in school but they are not yet working at the expected standard.

Y4 MTC

80% scored 22 or more out of 25

60% scored full marks

KS2

Reading 83% (26% above national)

Writing 50% (3% below national- 1 child narrowly missed out on achieving in writing due to significant COVID related absence in Y6)

Maths 63% (9% above national)

1 child achieved GDS in all subjects combined (17%) 2% national

Disadvantaged progress in maths was 2.5, progress in reading was also positive at 0.6
Attendance for 2020/21 was 98.5% compared to national at 96.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>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</i>
2 families are supported by the service pupil premium funding. Due to the very small number relating to this funding we feel it wouldn't be appropriate to publish how we supported those pupils as they had differing and specific needs. School leaders can provide contextual information about social, emotional and academic support received for both families and clear impact on outcomes.
The impact of that spending on service pupil premium eligible pupils
As above. The 2 families involved made good, clear progress across the last 12-month cycle.

Please see below for our previous funding report:

Springvale Primary School

Pupil Premium Funding Report 2021-22



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, 2021-22 Springvale School received £30,900 in Pupil Premium funding.

In 2021/22 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
2. Programme of academic support for learning needs of specific children, delivered by teaching assistants.	£6,870
3. Counselling Services- bespoke service for pupils and families.	£3,400
4. Additional Ed Psych support.	£1,600
5. Additional SCI support.	£950
6. SALT family support workshops and TA intervention time across KS1 and KS2. Includes phonics and fine motor development where required.	£1,400
7. Welcomm subscription to support the screening of communication needs in Foundation Stage.	£360
8. Subsidy for pupil premium children to support participation in visits/residential etc and additional rewards.	£1,480

9. Programme of support for learning delivered by teaching assistants- this was developed due to COVID-19.	£5,640
Total	£30,900

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 F2-Y6.

The new Headteacher, since 2018-19, has implemented a three year plan:

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 five 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 trialed and school based tutoring introduced this year

Future early intervention schemes:

- Further family support work- resources to support home learning- including through recent Tesco community grant!
- Family workshops to develop reading at home (online due to COVID perhaps)
- 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	£400	£350	£350	£350	£600	£750	£600	£3400
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.