

# 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  | 235                           |
| Proportion (%) of pupil premium eligible pupils   | 13%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                     |
| Date this statement was published   | 3 <sup>rd</sup> December 2023 |
| Date of next review   | Autumn 2024                   |
| Statement authorised by   | Full Governing Body           |
| Pupil premium lead  | Mr L McClure                  |
| Governor lead   | Mrs K Thorogood               |

### 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             |
| <b>Total budget for this academic year</b>  | <b>£40,320</b> |

# 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 significant medical conditions 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"> <li>-PP attendance at Springvale is above the national average for all pupils</li> <li>-The gap between PP attendance and non-PP attendance is closing</li> <li>-PP pupils are very rarely late and where they regularly late the school engages with external advice and services to improve matters</li> <li>-PP pupils are ready to learn and have the right uniform, kit and equipment to take part in the full curriculum</li> </ul> |
| 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"> <li>-Free/nearly new uniform and kit</li> <li>-Reading and home learning materials</li> <li>-Free meals (or vouchers when absent)</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>-Free access to clubs and sports events</li> <li>-Free access to milk, fruit and snack</li> <li>-Free access to a breakfast club</li> <li>-Wellbeing support where required</li> </ul>  |
| 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"> <li>-Regular communication between staff and leaders</li> <li>-Detailed assessments find pupil levels and gaps in knowledge</li> <li>-Staff work with leaders to ensure that provision matches need</li> <li>-Targeted pupil progress processes</li> <li>-Regular partnership work between family and school</li> <li>-Monitor the quality of provision and impact on data</li> </ul> |
| 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. | -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"> <li>-Additional TA time providing booster activities to small groups, pairs and/or individuals</li> <li>-Smaller and targeted groups in key learning activities like phonics, maths, MTC</li> <li>-SCI support</li> <li>-ED Psych support</li> <li>-SALT TA specialist</li> <li>-Wellbeing TA</li> <li>-School Counsellor</li> </ul> | 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

5/6 (87%) pupils met the reading standard by the end of F2

4/6 (67%) pupils met all of the standards except writing and they are now being targeted to meet writing in Y1 and by the end of KS1

1 of the 6 (17%) met the GLD standard by achieving in all areas

#### Y1 phonics

100% of the Y1 pupils who receive PP met the standard in phonics (national 67%)

100% of Y2 pupils who receive PP met the standard in either Y1 or Y2

#### Y4 MTC

100% of Y4 pupils who receive PP scored 23 or more out of 25

#### KS2

Combined (40% at ARE) (50% if you take mobility pupils out of the data)

Reading (60% at ARE) (75% if you take mobility pupils out of the data)

Writing (40% at ARE) (50% if you take mobility pupils out of the data)

Maths (60% at ARE)

Disadvantaged progress in maths was positive 3.6, progress in reading was also positive at 0.8

Attendance for 2022/23 was 97.4% compared to national at 95.2%

## 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)

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|--|
| <p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>   |
| <p>1 family (2 pupils) 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.</p> |
| <p><b>The impact of that spending on service pupil premium eligible pupils</b></p>   |
| <p>As above. The 2 children involved made good, clear progress across the last 12-month cycle and received significant additional support.</p>   |