Pupil Premium Strategy Statement – Springwood Junior School 2022-23 to 2024-25

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	Springwood Junior School
Number of pupils in school	September 2022 212
Proportion (%) of pupil premium eligible pupils	34% (73/212)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23 to 2024-25
Date this statement was published	September 2022
Date on which it will be reviewed	Annually (however the PP Action plan will be updated termly) Updates to be provided at FGB.
Statement authorised by	FGB
Pupil premium lead	Jo Livingstone
Governor / Trustee lead	Lauren Watson March 2023 Update (Currently vacant, wider FGB to support)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,260.00
Recovery premium funding allocation this academic year	£8555.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2175.00

Total budget for this academic year	£95,990.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Springwood, our core values are:
- Staying Safe
- Treating Each Other as you Wish to be Treated
- Trying Your Best and Being Proud

Therefore, we aim to develop responsible, self-regulated and self-motivated children.

Children in Springwood rapidly develop a love of learning and are aspirational. Therefore, our aim is to use the pupil premium funding to ensure that all disadvantaged children progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. Thus sustaining positive outcomes.

Although Springwood's strategy is focussed on the needs of disadvantaged children, it will benefit all pupils in our school where funding is spent on whole school approaches. These approaches include:
- Quality Teaching First
- Differentiation and variation according to individual's needs to ensure there is improved progress alongside their peers
- The use of Quality Text Drivers for the stimulus for the vast majority of learning journeys for reading and writing
- Long term Curriculum Map and home learning (equipping children with the knowledge and cultural capital they need to succeed in life)
- Embedded use of the Reading for Comprehension Toolkits (also used to support the reading part of the writing learning journey)
- Specific teaching of vocabulary across all subjects (red, amber and green)
- Home learning policy
- Access to books to support the wider curriculum
- Working walls to share the learning journeys and to capture key learning across subjects
- Laptops assigned to families who need support.

This strategy is integral to the School Improvement Plan and is designed to aid and support the children's recovery of education from the COVID-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes** In Year 6, in reading, the gap between PP (disadvantaged) and Non PP

| | | was -20% at ARE, -15% at Greater Depth. In writing, the gap between PP and Non-PP was -21% and at Greater Depth was +3%. In maths, the gap between PP and Non PP was -13% and at Greater Depth was -9%.

It does have to be noted that many of these children have dual characteristics (e.g. are on the SEND register), so the wider context must be considered.

Teachers need to consistently supporting pupils to develop independent skills and precision so that children make rapid progress. |
| --- | --- | --- |
| 2 | **Attendance** Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 91.4%-93.7% which is lower than for non-disadvantaged pupils (96.9%-97.4%) Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress. | |
| 3 | **Rising Costs** Through observations and conversations with pupils and their families, we find that disadvantaged pupils are struggling with the rising costs of energy bills, food bills and petrol. | |
| 4 | **Cultural Capital** Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. | |

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
1. Outcomes Attainment at the End of Year 6 and the wider curriculum at least meet the National Average at ARE and Greater Depth.

All children make strong progress from their individual starting points. | -Data collection in the Autumn, Spring and Summer term evidences gains from each term, including finer points of progress (particularly for PP pupils with SEND) - Pupils become proficient in organising and effectively managing their learning. They develop skills and strategies and are able to apply them in independent practice. This will be evident in gains in assessment domains, e.g. word reading. |
| **2. Attendance** Attendance meets national expectations for PP pupils, particularly in light of current National challenges | -Disadvantaged children's attendance is 95%+ by the end of 2024-25. Therefore steps to success: 93%+ by 2022-23 94%+ by 2023-24 95%+ by 2024-25 In cases where attendance is below the |

	national average (or target for the academic year), the school can evidence gains for those children. *Note -The Attendance Action Plan details specific actions and further Success Criteria*
3. Rising Costs Disadvantaged families are given appropriate support/signposted support with budgeting, food banks, etc	-Attendance increases -Monitoring evidence gathered demonstrates a reduction in behaviour incidents and strategies to put in to support families/children in crisis
4. Cultural Capital Disadvantaged pupils are given more opportunities to attend school trips, residential and after school clubs	-Whole school curriculum identifies experiences for children -PP funding supports families to access wider experiences -Pupil conferencing evidences opportunities given

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: £45,000 (approx.)

Activity (Area of Focus in line with the SIP)	Evidence that supports this approach *EEF Documentation consulted:* *-Metacognition and self-regulated learning* *-Pupil Premium Guide* *Putting Evidence to Work – A School's Guided to Implementation*	Challenge number(s) addressed
Developing High Quality Teaching: -English and Maths leaders attend termly core provision for their subjects and disseminate the training for all staff through PDMS, phase team meetings, INSET days as well as TA training -The Assistant Headteacher and Deputy Headteacher to use ongoing CPD to coach and monitor ECTs and teachers so that teacher's use metacognitive strategies to enable children to plan, monitor and evaluate their learning - Additional training for all staff across all roles to support 'Meeting the Needs of our most Vulnerable Pupils) -Revisit 2023-24,	Education Endowment Foundation (EEF) recommends high quality CPD to ensure teachers are highly skilled so that teachers' use AfL, formative assessment and knowledge of the pupils' learning to shape planned learning opportunities and task design so that misconceptions are addressed in a timely manner and pupils make strong progress. EEF - Metacognition and self-regulated learning The Inclusive Classroom by Daniel Sobel and Sara Alston Reaching the Unseen Children – Jean Gross	1 1

2024-25 (Recruitment will be a priority)		
Termly pupil progress meetings focus on pupil premium children to enable teachers to review progress and provision and make adaptations to meet individual needs	Data analysis, including capturing of finer points of progress, will ensure that teaching is targeted to close gaps in learning	1
Termly use of standardised tests across Years 3, 4 and 5 and past SATs papers for Year 6 to be used as an additional tool to identify gaps in learning Reading Analysis tool in Years 5 and 6	EEF Maximising Learning document supports diagnostic assessment to ensure misconceptions are addressed and gaps are closed	1
Embed the phonics teaching of Essential Letters and Sounds (ELS) to Year 3 (as ap-propriate) to develop early reading and spelling	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	1

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

Budgeted cost: £40,000 (approx)

Activity	Evidence that supports this approach *EEF Documentation consulted:* *-Metacognition and self-regulated learning* *-Pupil Premium Guide* *Putting Evidence to Work – A School's Guided to Implementation*	Challenge number(s) addressed
Developing High Quality Teaching: INSET Days x 2 – Inclusive Teaching (led by Victoria Flynn HIAS) INSET Day - SALT: Supporting Children to find their hidden voice Big District Inclusion Project (three groups, headteachers, SENCO and teachers) Reading fluency project	EEF's 'Effective Professional Development'	1
PPRs identify 'at risk children'. Quality First Teaching, TA Support and Specific Interventions: • 1:1 word reading • Targeted reading, writing and maths support from pupil progress reviews • Social skills (lunch time) • Targeted Phonics • Fine and gross motor control • Handwriting and spelling • Maths (areas specific to gaps) • SATs Companion	EEF states that "where TAs are working individually/in small groups with low attaining pupils, the focus should be on retaining access to high quality teaching, for example by delivering brief, but intensive, structured interventions". PPRs identify how the interventions are to be used and the frequency of the intervention in order for the children to make accelerated progress in specific domains.	1

• Oxford Reading Buddy		
Regular supplementary reading for children identified as the lowest 20% of readers	EEF identify reading and discussing books to support and improve literacy skills	1
Personalised Speech and Language interventions for those children whose language skills are not on track INSET Day - SALT: Supporting Children to find their hidden voice	EEF research highlights the importance of good language skills in order to support learning.	1

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

Budgeted cost: £10,000 (approx)

Activity	Evidence that supports this approach *EEF Documentation consulted:* *-Metacognition and self-regulated learning* *-Pupil Premium Guide* *Putting Evidence to Work – A School's Guided to Implementation*	Challenge number(s) addressed
SIMs and Attendance Officer with EHT to review attendance and punctuality reviews on a seven week cycle (in line with year group monitoring) and offer support to pupil premium pupils at risk of meeting targets: 93%+ by 2022-23 94%+ by 2023-24 95%+ by 2024-25 Interventions/Activities include: • Attendance letter detailing actions which will take	The Department for Education (DfE) recommendations include "Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through the use of pupil premium funding) to create, build and maintain systems and performance".	2

place so that all parents are clear • Breakfast via Activ8 • Daily telephone calls for pupils not in attendance. Home visits to check on welfare if contact cannot be made for two days (in line with Attendance Policy) • Friendly phone call • Challenging phone call • Text Messages • Meetings • Letters • Home collections • Home Visits • Support with routines at home and resources • Child and parent agreements • Reward Systems • Referral Level 2 FSS • School Nurse referral • Children Services Referral • Referral to LICO • Reduced timetable/ alterations to school timings • Assigned Family Key Worker • Funding Taxis Assemblies and Facebook also used to promote good attendance		
Families and pupils supported through: • Preloved uniform • Signposting food banks, local support re energy prices, etc • Emotional Literacy	There is evidence from the EEF that supporting children's social and emotional skills, will result in improved outcomes, e.g. progress and attainment, behaviour and friendships with peers.	3

Support Assistant (ELSA) programme to support well-being • Nurture/Sharing and turn taking groups with targeted pupils • Support with lunch times with lunch skills and social skills. • Balanced diet promoted through PE, DT and lunchtime expectations • Guided exercise timetabled three times a week		
Children whose parents cannot afford to pay for school trips, afterschool clubs and residential will have their places paid for	All children including those from disadvantaged backgrounds, deserve a well-rounded and broad curriculum with plenty of opportunities.	4

Total budgeted cost: £85,260.00

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.

Intended Outcomes:
 Attainment in reading, writing, mathematics and the wider curriculum at least meet the National Average at ARE and Greater Depth.
All children make strong progress from their individual starting points.

Year 3
Context: 33% (17/52) are PP, 31% (16/52) are SEND and 12% (6/52) are PP and SEND

				End of Year					
PP Disadvantaged (17)	59% 10/17	41% 7/17	18% 3/17	71% 12/17	29% 5/17	18% 3/17	65% 11/17	35% 6/17	12% 2/17
Non-PP Disadvantaged (35)	37% 13/35	63% 22/35	23% 8/35	40% 14/35	60% 21/35	23% 8/35	37% 13/35	63% 22/35	31% 11/35
Gap		-22%	-5%		-31%	-5%		-28%	-20%

PP and Non PP performed broadly in line with one another in reading and writing at Greater Depth
Non PP outperformed PP in reading, writing and maths at ARE and maths at Greater Depth
In reading 10 PP children did not attain ARE. 9/10 (90%) have SEND.
In writing 13 PP children did not attain ARE. 10/13 (77%) are SEND.
In maths 12 PP children did not attain ARE. 10/12 (83%) are SEND.

Year 4
Context: 28% (13/47) are PP, 39% (18/47) are SEND and 11% (5/47) are PP and SEND

				End of Year					
PP Disadvantaged (13)	46% 6/13	54% 7/13	0% 0/13	62% 8/13	38% 5/13	0% 0/13	62% 8/13	38% 5/13	0% 0/13
Non-PP Disadvantaged (34)	47% 16/34	53% 18/34	3% 1/34	47% 16/34	53% 18/34	3% 1/34	50% 17/34	50% 17/34	0% 0/34
Gap		1%	-3%		-14%	-3%		-12%	0%

PP and Non PP are performed broadly inline with one another in reading at ARE and reading, writing and maths at Greater Depth.
Non PP outperformed PP in writing and maths at ARE.
In reading 6 PP children did not attain ARE. 4/6 (67%) have SEND.
In writing 8 PP children did not attain ARE. 5/8 (63%) have SEND.
In maths 8 PP children did not attain ARE. 5/8 (63%) have SEND.

Year 5
Context: 34% (20/59) of the year group are PP, 34% (20/59) are SEND and 17% (10/59) are PP and SEND

	End of Year								
PP Disadvantaged (20)	55% 11/20	45% 9/20	10% 2/20	70% 14/20	30% 6/20	0% 0/20	60% 12/20	40% 8/20	10% 2/20
Non-PP Disadvantaged (37)	30% 11/37	70% 26/37	19% 7/37	38% 14/37	62% 23/37	8% 3/37	32% 12/37	68% 25/37	14% 5/37
Gap		-25%	-9%		-32%	-8%		-28%	-4%

PP and Non PP performed broadly in line with one another in maths at Greater Depth
Non PP outperformed PP in reading, writing and maths at ARE and reading and writing at Greater Depth
In reading 12 PP children did not attain ARE. 11/12 (92%) are SEND.
In writing 15 PP children did not attain ARE. 12/15 (80%) are SEND.
In maths 13 PP children did not attain ARE. 12/13 (92%) are SEND.

Year 6
Context: 43% (20/47) of the children are PP, 28% (13/47) are SEND, 15% (7/47) are PP and SEND
Teacher Assessment

	End of Year								
PP Disadvantaged (20)	50% 10/20	50% 10/20	15% 3/20	40% 8/20	60% 12/20	10% 2/20	35% 7/20	65% 13/20	20% 4/20
Non-PP Disadvantaged (27)	26% 7/27	74% 20/27	33% 9/27	19% 5/27	81% 22/27	7% 2/27	26% 7/27	74% 20/27	30% 8/27
Gap		-24%	-18%		-21%	3%		-9%	-10%

PP and Non PP performed broadly in line with one another in writing at Greater Depth
Non PP outperformed PP in reading, writing and maths at ARE and in reading and maths at Greater Depth
In reading, 10 PP children did not attain ARE. 5/10 (50%) have SEND.
In writing, 8 PP children did not attain ARE. 6/8 (75%) have SEND.
In maths, 7 PP children did mot attain ARE. 6/7 (86%) have SEND.
2022 Test Scores
PP and Non PP performed broadly in line with one another in GPS at ARE.
Non PP outperformed PP in reading and maths at ARE and in reading, GPS and maths at Greater Depth

Attendance meets national expectations for PP pupils, particularly in light of current National challenges
 Springwood Federation 2021-2022 Attendance Breakdown

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants	94.1	93.7	94.3	94.5	95.4	94.1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Juniors	95.4	95.8	96.1	96.2	96.2	95.8

Year	All	Girls	Boys	PP	Non PP	SEND	NON SEND
EYFS	91.2	92.8	90	86	94	72.4	92.7
Year 1	95.2	96	94.6	93.4	96.3	95.9	95
Year 2	95.7	96	95.5	94	97.3	93.2	97
Year 3	96.4	96.8	96.1	94.5	97.4	94.4	97.5
Year 4	95.5	96.3	94.8	90	97.3	94.4	96

	All	Girls	Boys	PP	Non PP	SEND	NON SEND	
Year 5	95.8	95.2	96.3	93.7	96.8	94.4	96.6	
Year 6	95.5	93.7	97.3	93.2	97	93.5	96.8	

Infants

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
Autumn 1	94.1	95.2	93.2	91.4	95.5	92.3	94.5
Autumn 2	93.7	95	92.7	90.8	95.3	90.5	94.4
Spring 1	94.3	95.2	93.5	91.7	95.9	91.4	94.9
Spring 2	94.5	95.5	93.6	91.8	96.1	92	95
Summer 1	94.5	95.6	93.5	91.9	96.1	92.5	95.1
Summer 2	94.1	95.1	93.4	91.6	95.8	92.5	94.7

Juniors

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
Autumn 1	95.4	94.7	96.1	91.4	96.9	93.8	96.4
Autumn 2	95.8	95.4	96.1	92.2	97.1	94.1	96.7
Spring 1	96.1	95.6	96.5	93.3	97.3	94.4	97.2
Spring 2	96.2	95.8	96.6	93.7	97.4	94.6	97.2
Summer 1	96.2	95.7	96.6	93.5	97.4	94.6	97.1
Summer 2	95.8	95.5	96.1	93.1	97.1	94.2	96.8

Behavioural incidents decrease for disadvantaged children
Behavioural incidents captured as a whole federation:
Autumn Incidents – 190
Spring Incidents - 133
Summer Incidents – 107

Disadvantaged pupils are given more opportunities to attend school trips, residential and after school clubs
Whole school curriculum identifies experiences for children
Springwood's Curriculum | Springwood Infant School (springwoodfederation.co.uk)
PP funding has supported families to access wider experiences, such as the historic dockyard, Mary Rose Museum.
Lego club was in place during the Spring term specifically aimed at PP pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SATS Companion	
Oxford Reading Owls/Buddy	
Essential Letters and Sounds	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils from service families are approximately 1-2%. They are captured in the above analysis. However needs are assessed on a case by case basis.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)