

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Spring Lane Primary School
Number of pupils in school	399 pupils
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Jones Executive Head
Pupil premium lead	Lindsay Harper Head of School
Governor / Trustee lead	Liz Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium £129,145 Post LAC £12,650 Total £142,495
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142,495

Part A: Pupil premium strategy plan

Statement of intent

At Spring Lane Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Improve outcomes for disadvantaged pupils both within school, locally and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Significant gaps in attainment in all core subjects There is a significant attainment gap between disadvantaged and non-disadvantaged pupils in the school: Reading: Only 63% of Year 1 disadvantaged pupils passed their phonics screening test (71% non-disadvantaged pupils). 38% of Y2 disadvantaged pupils and 38% of Year 6 disadvantaged pupils achieved the expected standard in reading (Compared to 85% Year 2 and 70% Year 6 non-disadvantaged pupils) Writing: 13% of Year 2 disadvantaged pupils made the expected standard (48% non-disadvantaged), and 50% of Year 6 (61% non-disadvantaged pupils). Maths: 25% of Year 2 disadvantaged pupils made the expected standard (46% non-disadvantaged), and 44% of Year 6 (compared to 68% non-disadvantaged pupils).
2	Special Education Needs 18.8% of our PP cohort have additional needs which gives a further barrier to learning (Compared to 14.1% nationally). 9.8% of these pupils have an EHCP (compared to 3% nationally). The needs are predominately social and emotional difficulties and speech, language and communication.
3	Behaviour Behaviour reporting tools (although currently not accurate enough) as well as observations, indicate that a disproportionate number of disadvantaged pupils are not meeting behaviour expectations which therefore impacts on their own and other's learning.
4	Access to wider opportunities Currently our school offers limited opportunities to improve well-being and cultural capital which are two needs in our community. It is crucial that we address this gap to improve well-being and cultural capital. We need to continue building school wide opportunities for our disadvantaged children with access to rich, quality experiences that enhance their learning from first-hand experiences to improve outcomes.
5	Attendance Disadvantaged pupils at Spring Lane currently do not attend well. Attendance is significantly below the national average, with an absence rate of 9.7% (5.9% national). Persistent absence of disadvantaged pupils is almost double the national figure (30.1% compared to 16.2%).

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
Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.	Improvements in provision will be evidenced by: • Qualitative data from pupil voice, parent surveys and teacher observations. • Appropriate SEND learning plans are consistently implemented in the classrooms (evidenced in learning walks) and SEND analysis indicate that pupils are making progress in their targets. • Observations that show specific pupils demonstrating self-regulation and are using taught strategies to manage. (/behaviour monitoring tools) • At least 20% of disadvantaged pupils engage in additional nurture activities in extra-curricular activities, particularly among disadvantaged pupils
Improved attainment among disadvantaged pupils.	By July 2027: • In the Year 1 Phonics screening test, 60% or more disadvantaged pupils meet the expected standard. • Reading outcomes in KS1 and KS2, show that at least 50% of disadvantaged pupils meet the expected standard (increase from 38% 2023-24) • Writing outcomes in KS1 and KS2, show that at least 40% of disadvantaged pupils meet the expected standard (increase from 13% 2023-24) • Maths outcomes in KS1 and KS2, show that at least 50% of disadvantaged pupils meet the expected standard (increase from 25% 2023-24)
Improved standard of behaviour, particularly with our disadvantaged pupils	• All pupils understand the school values and are able to show this through their behaviour (Evidenced through learn walks, pupil/staff/parent surveys) • Data analysis shows that negative behaviour incidences reduce over time. • With pupils that require individual behaviour plans, staff appropriately support pupils to achieve their targets.
Improved and sustained good attendance for all, particularly our disadvantaged pupils.	Sustained high attendance by the end of the academic year demonstrated by: • the overall absence attendance rate for all pupils being at least 95% • Reduce persistent absentees with disadvantaged pupils from 30.1% to 15%

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: 40,000

Activity	Evidence that supports this approach	Challenge number addressed
Quality First Teaching CPD and Teaching Assistant CPD 3 x INSETs and weekly staff meetings focusing on QFT. Core subject leaders supported through coaching and significant dedicated PPA time (half termly) to drive improvement in their subjects. 1 INSET Training to maximise the impact of Teaching Assistants (MITA Training).	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF suggests Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1, 2
Talk for Writing Training Talk for Writing training tailored to the school's needs, including 1 x INSET and school to school partnership working.	There is a strong evidence base from EEF that pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Talk for writing embraces this and through appropriate training and resources children will be able to thrive as writers. Talk for Writing also maximises vocabulary exposure to support reading as a reader and reading as a writer. There is extensive evidence through EEF that high quality vocabulary enrichment children develop as readers and writers.	1, 2
Read Write Inc Training CPD provided by RWI consultant (1 full training day) supporting with teaching and learning in phonics. This will be supplemented by ongoing weekly CPD for all staff delivering phonics to pupils.	The EEF findings show that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).	1, 2
Learning Partnership Training (School Cost per CPD session) Following monitoring and evaluation cycles, CPD will be bought to support with staff (teachers and TA's)where needed, specifically focusing on core subjects.	EEF evidence details that supporting high quality teaching is pivotal in improving children's outcomes. Learning Partnership offers the 4 key mechanisms evidenced to be very effective in developing high quality teaching. Learning Partnership gives staff access to a huge range of courses that allow them to build knowledge, generate motivation, develop teaching techniques	1, 2
Specialist Support for SEND Pupils CPD will be supported by the recruitment of a Speech and Language consultant and the Circle Centre (Neuro-diversity support in teaching).	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them	1, 2

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

Budgeted cost: 50,000

Activity	Evidence that supports this approach	Challenge number addressed
Additional Phonics Support Additional phonics sessions (daily) targeted at disadvantaged pupils who require further phonics support.	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	1, 2
School Led Tutoring Daily before and after-school booster group sessions run by Teaching Assistants/Teachers. There will be a reading focus in the first instance, and then will lead to writing and maths in subsequent years. In Year 2 and Year 6, maths and writing will also be a focus in year 1	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2

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

Budgeted cost: £52,495

Activity	Evidence that supports this approach	Challenge number addressed
Social and Emotional Support Social and emotional support to be further embedded into routine educational practices and supported by professional development and training for staff. SDQs are used to monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as Lego therapy, transition groups and nurture groups.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SE skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment. SE interventions in education are shown to improve SE skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 2, 3
Recruitment of SEND Support Teaching Assistant Lead TA to support the development of inclusion for SEND pupils across the school		1, 2, 3

Behaviour Support - Safeguarding and Pastoral Lead Safeguarding and Pastoral Lead is to be recruited to support with whole-school strategies in self-regulation and behaviour alongside developing close communications with families and leading with safeguarding.	EEF research shows that knowing and understanding what causes behaviours is crucial to supporting them to be more positive and therefore improve outcomes for all children. Explicitly teaching what positive behaviour looks like is key to developing excellent behaviour across the school. Teachers needs to have all the strategies required to support good behaviour. Targets approaches need to be in place for individual children. The pastoral lead will focus predominately on those children who need a targeted approach to support good behaviour but will also support staff in developing effective behaviour management across the school	1, 2, 3
Behaviour Support – Lunchtime Provision Behaviour will be supported during unstructured times with additional PE (S4A staff) and nurture lead/art therapy groups for targeted pupils.	The EEF have found that both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	2, 3, 4
Pupil Referral Unit Support Outreach support from the Pupil Referral Unit to support design and implementation of behaviour policy.	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.	1, 3
EDI development to support positive behaviours ‘Show Racism the Red Card’ CPD for staff to promote an inclusive culture that challenges unconscious bias. ‘Show Racism the Red Card’ to work with all KS2 children. Promotion of EDI through curriculum improvement and resources. The priority focus will be: • The reading curriculum and resources including the school central library. • The PHSE curriculum and the purchase of appropriate resources to further promote EDI.	By promoting EDI, this will help create a level playing field, where every pupil can thrive academically, socially, and emotionally. Diversity and inclusion also encourage critical thinking, empathy and creativity. By promoting diversity, Spring Lane can challenge stereotypes and prejudices. The EEF suggests that an inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. What’s more, making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.	1, 2, 3, 5
Extra-curricular activities Costs of extracurricular activities/trips/residential are subsidised for families who require financial support. Examples include music lessons, day trips, residential trips in Y3,4 and 6, swimming lessons, sports clubs, arts clubs etc. Activities are selected to meet the needs/aspirations of individual children.	Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children	1, 4, 5

Attendance Strategy Develop and implement a strategy with robust attendance monitoring cycles. Use attendance incentives with targeted pupils. Address persistent absentees, building positive relationships with their families through processes set out in the school attendance policy, focusing on pupils with <90% attendance.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Attendance for our disadvantaged children is lower than our non-disadvantaged children and below national average. SLT to liaise with families and external professionals to improve attendance	1, 3, 5
Attendance Support – Seconded Trust School Improvement Director SID to be seconded for two days a week to build new attendance systems and processes which disseminate across all layers of the school. Train and develop an office team to support with the delivery of policies and procedures.	The EEF has found that there is some evidence that parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. Studies in the process are evidencing that schools that take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.	

Total budgeted cost: 142,495

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our three-year pupil premium activity had on pupils, using data from the 2023 to 2024 academic year. Pupils receiving early years pupil premium have not been included in the following data, to enable us to compare and analyse data to the previous years.

Progress and impact against intended outcomes:

Intended outcome 1	Success criteria	Impact
Phonic gaps are identified and targeted interventions are planned to address gaps	Lowest 20% make accelerated progress and (1 phonics level per term at least shown on assessment tracker)	46% of disadvantaged pupils in Year 1 made accelerated progress Out of the lowest 20% of Year 1 pupils, 60% made expected progress and 30% made accelerated progress.

Further Analysis and Review

Read Write Inc Phonics has continued on its implementation journey at Spring Lane. The school has sustained the standard from the previous year, but phonics needs to remain a focus in order to drive standards for disadvantaged pupils. Interventions have been running and the impact is shown in the number of pupils who have made accelerated progress. On reflection, the intended outcome and success criteria needs to have more clarity in next year's strategy as it is unclear whether the target group for evaluation is lowest 20% or disadvantaged pupils.

Intended outcome 2	Success criteria	Impact
A higher proportion of pupil premium children reach expected standard or better by the end of KS1 / KS2 in reading, writing, maths and phonics	Internal and external data will evidence this. PP <u>Targets</u> 23-24: Year 1 Phonics: 71% Year 2 Reading: 40% Phonics: 90% Writing: 40% Maths: 40% Year 6 Reading: 77% Writing: 61% Maths: 67%	Overall the data indicates that this intended outcome has not been achieved. Year 1 Phonics: 63% Year 2 Reading: 38% (Close to target) Phonics: 50% Writing: 13% Maths: 25% Year 6 Reading: 38% Writing: 50% Maths: 44%

Further Analysis and Review

The data below shows a greater analysis of the data outcomes of our disadvantaged cohort. This is helpful to evaluate, as it gives a clearer picture of what the strategy needs to focus on. There is a significant gap between disadvantaged pupils and non-disadvantaged pupils in all core subjects, with the most significant being reading. Going forward, it is clear that the outcomes need to improve. A full evaluation of the reading curriculum as well as the phonics, will be necessary so that change for improvement can happen with measurable impact.

Phonics Assessment

Y1 Phonics Screening			Y2 Phonics Screening		
PP	Non PP	Gap	PP	Non PP	Gap
63%	71%	8.0	50%	14%	36

Reading Assessment

Y2 Reading Attainment						Y6 Reading Attainment					
Expected			Greater Depth			Expected			Greater Depth		
PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
38%	85%	47	8%	9%	1	38%	70%	32	13%	30%	17

Writing Assessment

Y2 Writing Attainment						Y6 Writing Attainment					
Expected			Greater Depth			Expected			Greater Depth		
PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
13%	48%	35	0%	4%	4	50%	61%	11	6%	12%	6

Maths Assessment

Y2 Maths Attainment						Y6 Maths Attainment					
Expected			Greater Depth			Expected			Greater Depth		
PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
25%	46%	21	0%	10%	10	44%	68%	24	6%	19%	13

Further Analysis and Review

Intended outcome 3	Success criteria	Impact
A higher proportion of EAL/PP children reach expected standard or better by the end of KS1 or KS2 in reading, writing and phonics by embedding / implementing Internal and external data will evidence this.	Pupils will make accelerated progress within reading and phonics.	Reading data indicates that significant number of pupils are making accelerated progress in core subjects. Please see data below.

Data that shows the progress of these pupils is not hugely informative because of the small numbers of disadvantaged pupils who are also EAL. The data represents a small number (<10) of pupils in each cohort and therefore does not provide a picture of the provision as the data is easily skewed. The data below shows the attainment and progress across the core subjects of EAL children. Next year, the focus will not be on EAL children specifically, as the data is evidencing there is not a significant weakness here. It is also important to note that the success criteria is not quantifiable and this will need to be improved in future strategy planning.

Attainment of EAL pupils in Phonics, Reading and Writing (2023-24)

Phonics Screening		Reading Attainment: % pupils reaching the expected standard			
% pupils reaching the expected standard in Year 1		Year 2		Year 6	
EAL/PP	EAL/Non PP	EAL/PP	EAL/Non PP	EAL/PP	EAL/Non PP
75%	33%	33%	50%	40%	50%

Writing Attainment: % pupils reaching the expected standard			
Year 2		Year 6	
EAL/PP	EAL/Non PP	EAL/PP	EAL/Non PP
0%	62%	50%	50%

Progress of EAL pupils in Reading and Writing (2023-24)

	Reading		Writing	
Year Group	Expected Progress	Better than Expected Progress	Expected Progress	Better than Expected Progress
Year 2	88%	38%	63%	12%
Year 6	82%	25%	100%	44%

Intended outcome 4	Success criteria	Impact
Children with Communication & Language will be identified early through a robust EYFS baseline, effective/targeted continuous provision and interventions where progress remains a concern.	Communication and Language results will raise to 67% by end of 2024.	This target has been achieved. FS2 EYFSP pupils meeting expected standard: Speaking: 68% Listening: 67%

Intended outcome 5	Success criteria	Impact
Children with speech and language difficulties will be identified early and support is put in place to address areas of need. PP will be closely tracked within this. Pupil premium funding will be used to secure Infant Link and Junior Link (£585 per package – totalling £1170) to address gaps within speech and language development.	Children receiving SALT will make good progress in their SALT targets by progressing through the infant and junior link following assessment. Edukey reviews & assessments will show needs are being met and progress is being made.	Please see below

Intended outcome 6	Success criteria	Impact
Children with SEMH difficulties will be identified early and support is put in place to address areas of need. PP children will be closely tracked within this	Time to Talk programme, Zippys and Apples Friends, The Mental Health Support Team and The Sarah Agnes Foundation Counselling service are all used when appropriate to support pupils with SEMH. Children receiving SEMH support will make good progress in their SEMH targets. This will see a reduction in any behavioural and social and emotional recordings on My Concern and well as progress within PSHE lessons. Edukey reviews & assessments will show needs are being met and progress is being made.	Please see below.

Further Analysis and Review (5 and 6)

This year, the school has had a significant increase of the number of children presenting with additional needs (SEN and/or behaviour) and the current staffing structure has not had the capacity to support the needs effectively. An area of focus for next academic year, will be developing an effective staffing structure, recruiting skilled practitioners, as well as developing tight systems and processes so that SEN and behaviour can be tracked efficiently and will provide clear data that will inform strategy going forward.

For these reasons, reviewing the final three intended outcomes, has been challenging. No clear and informative data can be collected to evaluate the impact of the provision. The challenges outlined in last year's strategy (SEMH difficulties and speech/language needs) still remain a significant barrier to learning. They will therefore remain as a focus in the new strategy plan, with a tight strategy to support robust implementation.