

Pupil premium strategy statement: Year 2 of 3 (2022 – 2023)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	101 (24.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£95565
Date this statement was published	Autumn 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Peter Hynes Head Teacher
Pupil premium lead	Heather Brown / Peter Hynes
Governor / Trustee lead	Liz Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95565
Recovery premium funding allocation this academic year	£9922.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£105487.50

Part A: Pupil premium strategy plan

Statement of intent

Spring Lane's vision is to be an exceptional school. We strive to be at the heart of the community, delivering a high quality, broad, balanced and relevant curriculum for all our children. We are committed to providing an all-round education and inspiring all our children to 'learn to thrive in an ever-changing world'.

We pledge to provide every child with a wealth of opportunities and unforgettable experiences throughout their journey with us to inspire and challenge. We want all children at Spring Lane to grow in confidence, develop lifelong transferable skills and values that will underpin a happy and fulfilling life where they can contribute to society.

This vision is delivered through our LEARN values: Resilience, Respect, Collaboration, Curiosity and Independence.

The aim of the Pupil Premium is to enable the school to target pupil attainment and ensure that disadvantaged pupils achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupils.

Monitoring of pupil progress and the impact of expenditure takes place every term. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children's needs.

At Spring Lane, the Pupil Premium is used to provide a range of additional support for our children. The funding is not spent on one particular item, but is used as part of our budget and used to support a number of areas in school, in line with our vision for our children, regardless of background.

Furthermore, we fund interventions, along with quality first teaching, in order to have a positive impact on children's progress, attainment, attitudes to learning and self-belief.

Challenges

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

Challenge number	Detail of challenge
Title	
1	<u>Attainment in Reading</u> This school needs to focus on targeting a higher proportion of pupil premium pupils reaching the expected standard of reading in key stage 1 and key stage 2 and phonics screening in Year 1. Pupil premium data. <i>Currently (2021), KS1 = 46%</i> <i>KS2 = 79%</i> <i>Phonics = Year 1 = 82%</i>
2	<u>EAL & PP</u> There are an increasing number of pupils joining the school: this includes an increasing number of pupils with little to no English and in some cases little or no schooling and significant gaps in prior learning. This has a significant impact on language development and acquisition and research suggests that a pupil needs to be in a school for a period of 2 years with access to English before an additional need could be identified. <i>Currently the proportion of EAL is 84%. This has increased from last year by 22%.</i> <i>Pupil premium 25.8%</i>
3	<u>SEND & PP and SEMH</u> The nature of SEND has become more complex in the last three years; in addition, the school has noticed an increase in the number of pupils with a social, emotional and mental health need. There has been a significant increase in pupils with ASD and 23% of pupils receiving PP are on the SEN register. 22 pupils on the SEND/PP register have been identified as having an SEMH this also impacts on behaviour and attainment and therefore it is vital that pupils are identified and supported.
4	<u>Communication and Language</u> Pupils start reception or nursery with low language levels and not prepared for school. Speech, language and communication skills are crucial to a child's overall development. Being able to speak clearly and process speech sounds, to understand others, to express ideas and interact with others are fundamental blocks for a child's development. Speech and language skills underpin many other areas of children's development by providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum. Last years July data 49% <i>Currently whole cohort is 32% for C&L baseline.</i>

	3 pupil premium pupils have a difficulty with speech and language.
5	<u>Wider Experiences</u> Pupils having limited and non-equitable access to educational and other experiences such as: trips, music lessons, modern foreign language access as well as concerts, theatre, museums and art galleries.
6	<u>EYFS</u> Lack of space within the local environment for pupils to have quality play experiences which can impact on language development. Quality interactions for pupils in the EYFS to raise language development.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

NB: This has been updated following release of National Data for 2022 after the pandemic gap since 2019

Intended outcome	Success criteria
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)
A higher proportion of pupil premium children reach expected / or higher standard by the end of KS1 or KS2 in reading and phonics	Internal and external data will evidence this. Yr 1 phonics – 75% Year 2 – 60% Yr2 phonics- 83% Year 6 - 74%
A higher proportion of EAL/PP children reach expected/ or higher standard by the end of KS1 or KS2 in reading and phonics	Internal and external data will evidence this. Pupils will make accelerated progress within reading and phonics.
Children with speech and language difficulties will be identified early and support is put in place to address areas of need. <i>PP will be closely tracked within this.</i>	Pupil premium funding will be used to secure Mable Therapy to address gaps within speech and language development. Children receiving SALT will make good progress in their SALT targets by progressing through the Mable Therapy programme following assessment. Edukey reviews & assessments will show needs are being met and progress is being made.

Children with SEMH difficulties will be identified early and support is put in place to address areas of need. <i>PP children will be closely tracked within this.</i>	Time to Talk programme, Zippys and Apples Friends, Drawing and Talking, Lego Therapy, 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. <i>Edukey reviews & assessments will show needs are being met and progress is being made.</i>
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 60%

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: £ 8250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively implement RWI across the school.	<i>Phonics has a positive impact overall plus 5 months with very extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</i>	1, 4
Effectively plan for progression for Reading beyond Phonics (Reading Comprehension Strategies)	<i>The average impact of reading comprehension strategies is an additional 6 months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils reading capabilities.</i>	1, 4
Develop the outdoor environment in EYFS.	<i>Every area of learning can be supported and developed out of doors – provided practitioners plan to follow children's lead and extend opportunities by scaffolding children's learning.</i> <i>For further information: Langston, A. (2014) Facilitating Children's Learning in the EYFS Open University Press.</i>	6
Raise Quality Interactions in EYFS.	<i>Research shows that good interactions between adults and children make a big difference to how well communication and language skills develop. Children benefit from being with responsive and enthusiastic adults who show interest in talking with them.</i>	6
Flood continuous provision with communication &	<i>A language-rich environment promotes and encourages the enhancement of children's</i>	6

language opportunities and vocabulary.	<i>communication and language development, taking into account both the physical and emotional environment, including positive and responsive interactions with adults.</i>	
Fresh Start and T4W training to all adults in school to provide targeted interventions and specific language development. £5250	<i>National and DFE funded leader in providing speech and language support to teachers and TAs to support children in schools. EEF Teaching and Learning Tool kit oral language interventions – v high impact.</i>	4
<i>Learning Support drop in sessions to support individual teachers with children's additional needs – linked to reading/phonics. £3000 (3 x EP drop in sessions)</i>	<u>EEF states that interventions like these have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (4 months additional progress on average)</u> <u>The EEF also found that improvements appear more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff</u>	1

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

Budgeted cost: £ 29000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase Leader Interventions (catch up) Years 2, 5 and 6 £20000	EEF toolkit and learning Toolkit Tutor – high impact On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1, 2 and 3
AHT teaching RWI and catch up RWI	EEF Teaching and Learning Toolkit – Phonics – high impact	1, 2 and 3

£1000	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
HT, DHT and AHT teaching interventions for Year 6 £10000	EEF Teaching and Learning Toolkit – Tutor – high impact. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 2 and 3
1:2:1 Catch up and tutoring in RWI £19000	EEF toolkit and learning Toolkit Tutor – high impact Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Speech and Language Interventions – Mable Therapy £4000	Their mission is to deliver high-quality, engaging therapy so that every child has the chance to meet their potential. Mable uses a 'hybrid' approach to therapy. All sessions take place online but in them, the therapists teach activities and techniques to use in real life. This offers the best of both worlds: a fun, interactive environment for therapy, where strategies are modelled and honed so they can be applied to the real world.	4
Mental Health interventions Sarah Agnes Foundation £1,710	EEF toolkit social and emotional strategies. Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies.	3

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

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for trips, extra-curricular clubs £15000	There is evidence to support the many benefits of learning an instrument, participation in creative activities and widening the world for children	5
Pastoral Lead – to monitor and support pupils and families dealing with difficult issues including behaviour, attendance, punctuality and attitudes to learning. £25000	EEF – teaching and learning toolkit – social and emotional learning – moderate impact - Parental engagement – EEF toolkit	3
Parenting class, workshops at home Homelearning Support (Pastoral Team / DHT)	Parental engagement – EEF toolkit	

Total budgeted cost: £ 107, 250

£1,762.50 supplemented by school budget

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.

Year Group	PP attainment		
EYFS	0%		
Year 1 Phonics	82%		
Year 2 SATS	37%		
Year 6 SATS	50%		

1. A higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of key stages 1 and 2.

2. A higher proportion of Pupil Premium pupils make accelerated rate of progress and diminish the differences.

3. Gaps are identified and targeted interventions planned to address gaps.

Pupil Progress meetings held termly identified gaps and next steps as well as suitable interventions based on research findings to maximise learning opportunities.

4. Children with speech and language difficulties are identified early and support is put in place to address areas of need

Children receiving SALT therapy have been supported by teaching assistants with the support of the SENDCo and have made good progress in their SALT targets and their learning in school. This can be seen within their Edukey Learning Plans.

5. Pupils who have difficulties with social skills and relationships will develop confidence in their interactions.

Drawing and talking, Zippys Friends, Apples Friends, Mental Health Support Team referrals, Sarah Agnes Foundation Counselling. The Learning Group Mentoring Programme have all be put into place to support pupils with these difficulties.

Planned interventions and strategies to address these needs will be put in place LS drop in sessions held for staff

6. Pupils' can access learning because their basic needs are met to ensure they are ready physically, mentally and emotionally to learn

Pupils are supported by staff to ensure that basic care needs are met to enable them to feel happy, safe and ready to learn. Regular daily check ins ensure that teachers have a good understanding of any changes within a child and how they can support them further.

7. Parents will feel confident in supporting their children with homework. They will feel able to support their children at home manage anxieties or address other parenting issues

Parents have a strong relationship with adults in the school especially with the senior leadership team who meet and greet them daily on the gate. Phonics and reading workshops were arranged to support learning at home. Maths workshops were also well attended in supporting parents how we teach maths across the school to enable them to support their child.

8. Pupils will be provided with opportunities to take part in a range of social/cultural and sporting activities to enable them to have new/wider experiences

Experiences offered to pupils were well attended and there was a significant increase within sporting fixtures and activities for pupils to access. Extra-curricular clubs were based on a donation if this could be managed by the families. Subsidised trips were provided to support struggling families. Trips were provided across the whole of the school and nursery setting.

9. To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in sport and interschool sports.

My Concern data demonstrates a reduction in any behavioural incidents on the playground and pupils are focussed on the provision provided for them. Targeted support has had a positive impact on self-esteem, participation levels and attendance. Sports/Play leader at lunchtimes led games for pupils who participated well.

Attendance

Overall attendance last year was higher for our Pupil Premium children, with PP children attending school 93.8% of the time and non-PP children attending school 92.5% of the time. We have worked closely with families and the local authority where children have had a high percentage of non-attendance.

Well Being: Our PP children are well known by their teachers and teaching assistants. Their progress and wellbeing are frequently discussed during termly Provision and Progress meetings and they feature on termly progress meetings, with the support they receive evident and timetabled. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan. In 21-22, 100% of PP children received support from our pastoral team or sports teams.

Extra-Curricular access:

At Spring Lane, there are many varied opportunities for all children to participate in extra curricular activities from cricket to rugby, girls' football to times tables clubs. Over the year 26 PP children (out of 82) were accessed. So far this year, 31 PP children have accessed a club. School council will gather views of pupils as to which clubs they would like at school and we try to accommodate this when planning extra-curricular activities.

Since returning to school, all children receiving the PP have had and continue to receive targeted interventions and tutoring partly funded by the Government initiative.

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

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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.