

Pupil premium strategy statement: Year 3 of 3 (2023 – 2024)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	457
Proportion (%) of pupil premium eligible pupils	113 (25.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – year 3 of 3 this year)	2021-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Ryan McLay Head Teacher
Pupil premium lead	Lottie Hill
Governor / Trustee lead	Liz Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138225
Recovery premium funding allocation this academic year	£13775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£152000

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 / Writing / Maths</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>2022-2023 data:</i> <i>End of KS1 = R:48% / W:32% / M: 37%</i> <i>End of KS2 = R: 31% / W:25% / M: 44%</i> <i>Phonics = Year 1 = 56%</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 47%. This has decreased from last year by 0.5%. Currently, 36.3% of EAL pupils are PP.</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 SEMH 23% of pupils receiving PP are on the SEN register. 26 (23%) 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 year's July data: 69% (PP) <i>Currently whole cohort is 58% for speech and 46% for listening, attention and understanding.</i> 56% of pupils have a difficulty with speech and 22% with listening, attention and understanding.
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.

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 standard or better by the end of KS1 / KS2 in reading, writing, maths and phonics	Internal and external data will evidence this. PP Targets 23-24: Yr 1 phonics – 71% Year 2: R: 40% Yr2 phonics- 90% / W:40% / M:40% Year 6: R: 77% / W: 61% / M 67%
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.

evidence-based phonics & writing frameworks	
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 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.
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, 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 67% by end of 2024.

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: £86,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively implement RWI across the school. £5000	<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
Embed the school's chosen maths framework – <i>Maths No Problem</i> £6500	<i>The Concrete, Pictorial, Abstract approach (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Often referred to as the concrete, representational, abstract framework, CPA was developed by American psychologist Jerome Bruner. It is an essential technique within the Singapore method of teaching maths for mastery.</i>	1
Use of digital software to enhance the teaching and learning of times tables – <i>TT Rockstars & Accelerated Reader</i> £4000	The study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. <i>EEF</i> Research conducted by Herold (2013) suggested that interactive learning of multiplication was more	

	successful than computer or paper based practice whereas research by Bauer (2013) found that the group who used the computer based programme showed the greatest growth in comparison to flash cards and paper practice. With this in mind a mixture of paper and computer based practice and testing was used in this research.	
Develop the outdoor environment in EYFS. £5000	<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. 2 Hours a week leader support £6,080	<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 & language opportunities and vocabulary. 1 hour a week leader support £3,040	<i>A language-rich environment promotes and encourages the enhancement of children's communication and language development, taking into account both the physical and emotional environment, including positive and responsive interactions with adults.</i>	6
Fresh Start and Talk 4 Writing training to all adults in school to provide targeted interventions and specific language development. £6000	<i>National and DFE funded leader in providing speech and language support to teachers and TAs to support children in schools.</i> <i>EEF Teaching and Learning Tool kit oral language interventions – v high impact.</i>	4

<i>Leadership Release time</i> <i>Assistant Head: 1/5th of the time</i> <i>£11496</i> <i>Phase Leads (2) 2 afternoons per week</i> <i>£16,792</i> <i>EYFS Leadership 1 days a week 13,300</i> <i>Total Leadership Release Cost: £41,588</i>	Studies have found that school leaders who provide better management services have a positive correlation to student outcomes (Bloom et al., 2014; Leaver, Lemos, and Scur, 2019). Other data has shown that principals that provide more instructional leadership increase teacher collaboration and sense of purpose (OECD, 2016). By providing effective guidance, training, and working conditions to teachers, school leaders and managers create the best possible environment for learning (Jensen, Downing, and Clark, 2017; UNESCO, 2019a).	1, 2, 3, 4
<i>Subject leader release time across the school:</i> <i>Each subject R, W, M, Science, Art - 1 day a term 15 days an academic year £9,000</i>	Studies have found that school leaders who provide better management services have a positive correlation to student outcomes (Bloom et al., 2014; Leaver, Lemos, and Scur, 2019). Other data has shown that principals that provide more instructional leadership increase teacher collaboration and sense of purpose (OECD, 2016). By providing effective guidance, training, and working conditions to teachers, school leaders and managers create the best possible environment for learning (Jensen, Downing, and Clark, 2017; UNESCO, 2019a).	1, 2, 3, 4

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

Budgeted cost: £59,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Tutoring programme – Freshstart for 7 pupils £ 4,249	Freshstart Tutoring Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1, 2 and 3
Teachers x 2 teaching interventions for Year 6 CPG 2.5 hours a week x2 £9,500 SLT x 2 for 2 hours a week – tutoring £15,200	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 £16600	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 – Language Link £1000	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 £10,000	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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for trips, extra-curricular clubs £8,000	There is evidence to support the many benefits of learning an instrument, participation in creative activities and widening the world for children	5

Total budgeted cost: £153,967

Top up from schools Budget = £1,967

Part B: Review of outcomes in the previous academic year - 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress against intended outcomes:

1. Phonics gaps are identified and targeted interventions are planned to address gaps. Lowest 20% make accelerated progress (1 phonics level per term at least, shown on assessment tracker).

	% of lowest 20% who made expected progress	Average progress of lowest 20%	% of lowest 20% who are also pupil premium who made expected progress	Average progress of lowest 20% who are also pupil premium
Reception (expected progress = 4.5 groups)	42%	3 groups	67%	3.3 groups
Year 1 (expected progress = 5 groups)	33%	4.5 groups	0%	5.5 groups
Year 2 (expected progress = 5 groups)	42%	4.25 groups	50%	4 groups

Data showed that the lowest 20% did not make expected or accelerated progress due to becoming 'stuck' at set 1 B group. Further analysis showed that the specific area which held them back was the inability to orally blend sounds even when they knew the sound itself. Once the pupils mastered oral blending they progressed at an expected or accelerated rate through the proceeding groups. More focus needs to be placed on oral blending as soon as children join reception through RWI Fred games and modelling by teachers. Links via QR codes to both these type of activities and sound files need to be sent home with children. Parent workshops need to be held earlier on in reception, to further support parents and carers. The introduction of RWI in nursery will also support this

2. A higher proportion of pupil premium children reach expected/or higher standard by the end of KS1 or KS2 in reading and phonics.

22-23

Year group	2021-22 PP attainment	2022-23 PP attainment	Difference

Year 1 phonics	82%	56%	-26%
Year 2 phonics	89%	73%	-16%
Year 2 reading attainment	46% EXS 9% GDS	48% EXS 16% GDS	+2% +7%
Year 6 reading attainment	79% EXS 0% GDS	EXS - 31% GDS- 0%	-48% (=)

Since launching RWI in 2021, across the school it has remained a key priority to help raise attainment levels. Therefore, it seemed logical that this scheme should be promoted within the PP strategy plan to help a higher proportion of pupil premium children reach expected/ or higher standard by the end of KS1 in reading and phonics.

There have been significant improvements in regards to the progress of PP pupils moving through the scheme (across FS2, Y1 and Y2 47% of PP pupils reached ARE in terms of RWI phonics level and 67% of PP pupils made expected or accelerated progress). However, when looking across all pupil groups (see table above) the data hasn't shown a higher proportion of PP children meeting the expected standard in reading when compared to the previous year. Next year, we will be clearer when defining what is meant by 'a higher proportion' of PP children, so that the end goal is clear and the data can be tracked, monitored and leaders held accountable throughout.

Nevertheless, it has been promising to see a slight increase in the Year 2 reading attainment data (2% increase EXS, 7% increase GDS). This is likely as a result of targeted interventions, focusing on fluency and comprehension, in conjunction with high-quality teaching.

Although similar interventions and teaching strategies were present across all pupil groups, it will be important moving forwards to regularly reflect on the effectiveness of each intervention and the impact it is having on raising attainment for our most disadvantaged pupils. Furthermore, if an intervention is not deemed to be having a positive impact, then it should be adapted and modified accordingly.

Staffing and attendance has been an issue this year and has likely impacted on the interventions being able to consistently take place as a result. Therefore, this unavoidable barrier will need to be carefully considered next year, to ensure that evidence-based interventions are able to run regardless of staff absence.

The most significant decrease was present in the year 6 reading attainment data (-48%) and this is likely due to the pupil group in question having lower starting points in comparison to the previous year. However, the reading lead is going to conduct a deep-dive analysis looking into the effectiveness of Accelerated Reader, as this is a program that is primarily used across KS2 and it is paramount to explore whether it is still the best strategy to support reading attainment. Particularly for our most disadvantaged pupils. In addition to this, learning walks and planning scrutinies will continue to be carried out to ensure that pupils are having access to high-quality teaching and the progression for reading beyond phonics is carefully tailored to pupils reading capabilities.

3. A higher proportion of EAL/PP children reach expected/ or higher standard by the end of KS1 in reading and phonics.

22-23

Year group	2021-22 EAL attainment	2022-23 EAL attainment	Difference
Year 1 phonics	42%	70%	+28%
Year 2 phonics	81%	79%	-2%
Year 2 reading attainment	62 EXS 23% GDS	40% EXS 6% GDS	-22% -17%
Year 6 reading attainment	70% EXS 7% GDS	EXS - 47% GDS- 11%	-23% +4%

Across year 1, the launch of RWI has enabled a significant rise for PP pupils that have English as an additional language (+28%). This suggests that it has been an important component in the development of early reading skills and is a universal scheme, especially for younger children new to country.

However, it appears that more work needs to be done in looking at how older EAL/PP children are supported to reach expected/ or higher standards by the end of the year. Older EAL/PP pupils often join the school and are working at pre key stage levels, so the gap ultimately widens. Therefore, tracking progress would have been more beneficial as RWI, Fresh Start and Talk 4 Writing are all robust schemes implemented by the school to support speech and language – a major component when supporting EAL/PP pupils.

4. 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.

- Edukey reviews & assessments demonstrate that needs are being met and progress is being made for the majority of pupils other than those with complex speech needs such as non-verbal severe autism. Less pupils are now working at significantly below standard 33%, more pupils are working towards standard 48% with 14% of SEND pupils being at expected standard. However, additional support is in place for these pupils at an adaptive level. Teachers are using adaptive teaching strategies to ensure that the learning objectives can be met for all pupils using additional resources, scaffolding and technology.

- The majority of pupils who were screened for Speech have made progress within their target areas in relation to their age-related expectations. 56.25% of pupils have made good progress with 43,75% working towards due to being non-verbal.
- SALT support from outside agencies has been limited but when online sessions have been provided, they have been supported by teaching assistants in school. Sessions completed have demonstrated that 100% of the pupils (2) have made good progress.

5. Children with SEMH difficulties will be identified early and support is put in place to address areas of need. PP children will be tracked within this.

The SEMH interventions that were carried out over the three years include the Time to Talk programme, Zippy's and Apples Friends, Drawing and Talking. The Drawing and Talking program was only completed with a couple of children due to staffing and time constraints. This was therefore not effective and was not able to have any significant impact on PP pupils with SEMH difficulties. Additionally, lego therapy was also not able to be effectively analysed as the adult trained in this left the setting.

The Mental Health Support Team and the Sarah Agnes Foundation Counselling service are all used when appropriate to support pupils with SEMH.

Monthly consultations have been completed with the MHST team and they have completed workshops for pupils around anxiety and transition to support SEMH. They also signpost schools to other agencies that can support pupils where necessary.

We hypothesised that PP children receiving SEMH support will make good progress in their SEMH targets. We have seen a reduction in low-level behaviours within the school on My Concern data. This equates to approximately a 25% reduction. Although this statistic is promising, we would hope that there continues to be a further reduction as these interventions continue to be carried out.

Another area that was looked into was whether Edukey reviews and assessments will show needs are being met and progress is being made. Edukey reviews demonstrate that pupils are making expected progress (or more) for the majority of their targets, but an area that we are continuing to work on with staff is making targets smarter and therefore more measurable.