

Pupil premium strategy statement – Springdale Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	38.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2024
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Karen Bull
Governor / Trustee lead	R Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 221,660
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£25,197
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£246,857

Part A: Pupil premium strategy plan

Statement of intent

At Springdale Primary School, we have high aspirations and ambitions for all children. We strongly believe that all children should be given equal access to opportunities and experiences to reach their full potential, regardless of the social demographic they belong to, with a focus on developing the necessary knowledge, skills and values required to succeed. We recognise that for our pupils in receipt of the Pupil Premium Funding, the issues they may face with identified specific barriers to reaching their full potential. We consult with other educational partners and utilise national research guidance produced by the Education Endowment Fund (EEF) to support our decision making for the usefulness of different strategies and to ensure the best value for money.

We are determined to provide the support and guidance our children need to help them overcome these barriers. We recognise that disadvantaged children may experience a variety of factors that can impact upon their learning such as: attendance and punctuality issues, home support, emotional and well-being needs, additional learning needs such as SEND, language and communication issues, behaviour difficulties and changes in family dynamics. The challenges for children are varied and, for this reason we take an approach to the needs of every child that recognises the need to continually review the impact of the strategies we implement and to be versatile in our approach. In addition to this we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum based on a progression of skills underpinned by aspirational enrichment opportunities.

Our response will be responsive to common challenges as well as individual needs. High quality first teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school.

Our ultimate objectives are

To narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths where this has been identified in different cohorts;

For all disadvantaged pupils to make or exceed the nationally expected rates of progress;

To provide support and nurture for pupils' mental health and well-being to enable them to access all facets of learning

We aim to do this by:

Ensuring all teaching and learning opportunities are inclusive and meet the needs of all pupils;

Ensuring pupils who belong to vulnerable groups are quickly identified, adequately assessed before being given appropriate intervention to address their personal needs;

Recognising the individual needs within disadvantaged pupil groups and that not all children in receipt of free school meals will be socially disadvantaged. Also, recognising that not all pupils who are socially disadvantaged are registered (or qualify) for free school meals.

Allocating funding following an analysis of children's needs to identify priority pupils and groups.

Funding will be spent according to the needs of the children to ensure resources and interventions are targeted to maximise support and overall impact.

Quality first teaching is evident in all classrooms. This ensures all children receive a high standard of teaching and learning.

Reduction of class/ group sizes, where possible, to support accelerated progress of disadvantaged pupils;

The allocation of support staff across Year groups to focus on 'Keep up not Catch up' interventions and work with small groups/individual pupils to overcome gaps in learning;

Attendance and punctuality issues and how families will be supported where appropriate needs are identified;

The use of Pupil Premium resources to support children in receipt of free school meals to achieve, and exceed, age related expectations;

Giving every child full access and entitlement to all school opportunities and experiences

The mental health and well-being of children. Including additional nurture groups, therapy sessions, behaviour support needs and parent/ carer support;

Challenges

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

Challenge number	Detail of challenge
1	Internal and historical external data from assessments shows that attainment among Pupil Premium children is below that of Non-Pupil Premium children in reading, writing and maths.
2	A large proportion of children with Special Educational needs or disability (SEND) are also pupil premium children (30%)
3	The emotional well-being, social and behavioural needs of pupils that impact on learning.
4	Access to enrichment activities, clubs, visits and learning materials/ resources.
5	Working with families to raise the aspirations of Pupil Premium children to support their educational journeys.
6	Low attendance and punctuality rates of a high percentage of Pupil Premium children.

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
<p>All children will receive quality first teaching and appropriate interventions so that Pupil Premium children working below ARE make accelerated progress in Reading, Writing and Maths in all year groups in order to close the attainment gap and catch up with their Non-Pupil Premium peers.</p> <p>Pupil Premium children who have the potential and/or higher prior attainment, receive appropriate challenge to achieve GDS.</p>	<p>The percentage of Pupil Premium children achieving a FLD at the end of EYFS or EXS/GD at the end of KS1 and KS2 in Reading Writing and Maths will have risen so that it is at least in line with National.</p> <p>The majority of Pupil Premium children (at least 80%) have met their end of year targets in Reading, Writing and Maths.</p> <p>The percentage of Pupil Premium children achieving ARE and ARE+ in each year group in Reading, Writing and Maths will rise to close the gap internally with non Pupil Premium peers.</p>
<p>Pupil Premium children who enter EYFS with low starting points in language make better than expected progress from their baseline assessments; their oral language</p>	<p>The large majority (80%) of targeted Pupil Premium children achieve the expected standard in communication and Language</p>

<p>skills improve through targeted use of WELLCOM interventions.</p>	<p>at the end of reception and is at least in line with National.</p> <p>Targeted Pupil Premium children have completed intervention programmes successfully and have developed their communication and language skills.</p> <p>The large majority (at least 80%) of Pupil Premium children who achieve ARE in their Phonics check at the end of KS1 is at least in line with National.</p>
<p>All children will receive a full curriculum offer, swift and accurate diagnosis of Pupil Premium children with SEND needs is made so that school staff can plan and deliver a tailored intervention programme of learning that is bespoke to their needs. External agencies are utilised to ensure that Pupil Premium children with SEND needs move quickly through their individual SEND targets.</p>	<p>Pupil Premium pupils will have a programme of support/intervention that meets their needs in order to access the full curriculum offer. Outside agency help where necessary is used to ensure Pupil Premium children with SEND needs move quickly through their individual SEND targets.</p>
<p>Improved phonic results for disadvantaged pupils in Year 1 and retakes in year 2</p>	<p>The phonic outcomes at the end of Year 1 for Pupil Premium children will be at least in line with National.</p> <p>Phonic outcomes for Pupil Premium children retaking in Year 2 will be at least in line with National.</p>
<p>Social, Emotional and Mental Health barriers to learning for Pupil Premium children are addressed through the PSHE curriculum and scheme of work, including work with the pastoral team. Pupils are resilient and able to cope with challenging situations. Pupils who require additional support are identified for the SEND register and receive specialist intervention and support from the Pastoral team, outreach, Educational Psychologists or CAMHS.</p>	<p>Pupil Premium children accessing MH and WB interventions will have fewer behaviour incidents and need less support from the pastoral team. The majority (80%) of Pupil Premium Pupils in each year group have met their end of year targets in Reading, Writing and Maths.</p>
<p>The curriculum offer ensures that pupil premium children access the cultural capital and skills and knowledge in order to achieve their full potential in all subjects.</p>	<p>Assessment and monitoring shows access to a broad and balanced curriculum where possible.</p>
<p>Pupil Premium children's contextual knowledge and real life experiences have been enhanced through access to outdoor learning, subsidised trips, visits,</p>	<p>All Pupil Premium children have attended visits and experienced enrichment activities in school.</p>

<p>swimming lessons, residential stays, after school clubs, enrichment weeks and wider opportunities from the Wolverhampton Music School (Year 3 and 4) Attendance at external support programmes for individual children subject to need.</p>	<p>At least 60% of Pupil Premium children have attended an after school club at some point throughout the year.</p> <p>At least 80% of Pupil; Premium children have the opportunity to attend a residential trip by the time they leave Springdale Primary.</p> <p>All Pupil Premium children have the opportunity to learn and play a musical instrument through whole class instrumental teaching lessons in Year 3 and Year 4.</p> <p>All Pupil Premium children have accessed swimming lessons by the end of KS2.</p>
<p>Pupil Premium children have higher future aspirations having been inspired by enrichment events, visits from positive role models and having met with successful role models in the wider community on extra-curricular visits.</p> <p>Pupil Premium children are inspired to become pupil leaders on school leadership teams, and as such are able to have an influence on the decision making process.</p> <p>Pupil Premium children have a clear understanding of how achieving well at school enables them to be socially mobile and supports their future economic well being and share their aspirations with parents and carers through discussions at home.</p>	<p>By the time they leave Springdale the majority (at least 80%) of Pupil Premium children have met their end of year targets in Reading, Writing and Maths.</p> <p>At least 50 % of Pupil Premium children are represented on all school leadership teams, for example House captains, school council, digital ambassadors, sports council.</p>

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional teaching groups / interventions, in reading/phonics and maths to target pupil premium children in all year groups. Taught by HLTA (years 1,2,3 and 4) and an experienced teacher (years 5 and 6)</p>	<p>EEF: small group tuition EEF: phonics intervention</p> <p>Research shows that these interventions can lead to an additional 4 months progress. The teacher is able to spend more time with each pupil. We have assessed the needs of each cohort following tests in November (and previous Summer outcomes) and identified those pupil premium children most at risk of not achieving Age related expectations in each year.</p>	<p>1</p>
<p>To invest in high quality online subscriptions for all pupil premium children that focus on basic skills to support home learning – Classroom Secrets, TT Rockstars, Spelling Shed and EDshed and provide access to devices when needed in school.</p>	<p>EEF Document – Using digital technology to improve learning – ‘using technology to support retrieval practice and self quizzing can increase retention of key ideas and knowledge.’</p> <p>All pupil premium children will regularly access high quality subscriptions to supplement teaching and learning of key concepts and ideas.</p>	<p>1 ,4, 5</p>
<p>To provide robust training (CPD) for all members of staff in reading/phonics, writing, maths. Subject leaders to access high quality training via NPQ’s, local authority training, SHaW maths hub.</p>	<p>Education Policy institute 2018 – Key drivers of the Disadvantage Gap : The most important school-level factor for pupil attainment is teacher effectiveness.</p> <p>The evidence shows that the difference between being taught by an effective as against an ineffective teacher is one whole year of learning for disadvantaged pupils. This supports our objective that Springdale Primary has a highly skilled workforce, every class has an effective teacher delivering quality first teaching. Accelerated progress is made in all year groups to allow identified pupil premium pupils to close any attainment gaps.</p>	<p>1</p>
<p>All staff to access CPD and implement strategies that research shows effectively support Pupil premium children with SEND for</p>	<p>EEF Document – SEND in mainstream schools – high quality teaching for pupils with SEND</p> <p>Outside agency input will successfully support teaching staff in teaching</p>	<p>1 ,2, 3, 5</p>

<p>example – pre-teaching, precision teaching, echo reading. The expertise of bought in professional services (Educational Psychology, SEND Specialist teachers, Outreach) are used to provide guidance for teachers and TA’s on the best practice for supporting children with specific needs in their classes and this is acted on in a timely manner.</p>	<p>children with SEND more effectively and link with home to empower parents with strategies for success consistent with those applied in school.</p> <p>Lesson observations and drop ins will show Pupil Premium children with SEND working with increased confidence and independence because they are receiving a tailored programme of learning that is scaffolding and supporting their needs.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA’s and TA’s to deliver ‘keep up not catch up’ interventions for pupil premium children as necessary – e.g. pre-teaching, overlearn, echo reading to ensure pupil premium children have pre and post access to key learning intentions if required.</p>	<p>EEF – small group tuition.</p> <p>Targeted tuition towards specific needs and knowledge gaps, can be effective methods to support those children falling behind.</p>	1
<p>Identified teaching assistants to deliver evidence based small group / individual interventions to Pupil Premium pupils where progress has slowed.</p>	<p>EEF – Best use of Teaching Assistants guidance shows larger impacts where they are used to deliver structured interventions.</p> <p>EEF – Oral Language intervention</p>	1, 2

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

Budgeted cost: £ 106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the Mental Health and Wellbeing of Pupil Premium children, by identifying the need for early intervention support, using the Pastoral TA to set up nurturing sessions, support any necessary CPD, .</p> <p>Refer Pupil Premium children with specific social and emotional needs to specialist support, (CAMHS, Educational Psychologist, school nurse etc for targeted support.</p>	<p>EEF: on average interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.</p> <p>Mental health support is rooted in the school environment, teachers model use of key strategies for identifying emotions and employing self-regulation strategies and children know who to ask for help to support their mental wellbeing if they need it.</p> <p>Where pupils experience more complex mental health difficulties, clear plans and pathways to specialist support exist, including if necessary the involvement of outside agencies such as Mental Health Support Practitioners, school counsellor, Outreach, CAMHS, Educational Psychologist, or school nurse</p>	3,
<p>To increase the attendance and punctuality of Pupil Premium children through the support of an attendance officer in school (D Worker) and access to the EWO (educational Welfare Officer).</p> <p>They will: contact, hold meetings in order to challenge and support families of persistent latecomers/ absentees.</p> <p>Review the attendance of all pupil premium children regularly and initiate meetings with parents of any children where attendance is a cause for concern.</p> <p>Promote good attendance with the use of rewards</p>	<p>Springdale primary aim to further reduce the percentage of Pupil Premium children who are persistently absent.</p>	5 ,6

<p>Collaborate with the EWO to monitor persistent absentees, contacting and challenging these families to improve and making legal referrals where necessary.</p>		
<p>To offer a wide range of enrichment opportunities to all pupils but particularly to Pupil Premium children that may not otherwise be exposed to - subsidising school trips and residential stays, employing wider opportunities staff to teach children how to play a musical instrument. To train staff in using outdoor learning opportunities, using Wild Tribe or Forest Schools. To ensure pupil premium children have the opportunity to represent school at community and sporting events.</p>	<p>EEF – The impact of outdoor adventure learning leads to an additional 4 months progress.</p> <p>EEF – The impact of arts participation learning leads to an additional 2 months progress.</p> <p>EEF – The impact of sports participation learning leads to an additional 2 months progress.</p> <p>All Pupil Premium will have opportunities to have attended educational visits, and/or residential whilst at Springdale</p> <p>All pupil premium children will have the opportunity to have learned to play a musical instrument.</p> <p>All pupil premium children will have had the opportunity to access outdoor learning.</p> <p>An increasing number of Pupil Premium children will access after school clubs, and sporting or community events.</p>	<p>3, 4, 5</p>
<p>To maximise the engagement of parents and equip them with skills to support their children at home, by providing support through workshops in phonics, reading, and maths.</p>	<p>EEF – the impact of parental engagement leads to an additional 3 months progress. Pupil Premium parents are increasingly confident with how to best support their child's learning working together with school to overcome any perceived barriers.</p>	<p>5</p>

Total budgeted cost: £ 246,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Teaching – RWI phonics teaching using training materials and portal, resources purchased, particularly home reading books meant that phonics outcomes in Year 1 were 12% higher than in 2022, with the number of Pupil Premium children achieving EXS in phonics increased from Summer 2022. Phonics teaching in years 2, 3 and 4, have shown improved outcomes with 55% of retakes in year 2 passing the phonic check in 2023 (up from 19% in 2022) and although this is still below National (59%) we have closed the gap, and are making progress towards our end of three year target.

Maths mastery teaching – evidence from internal assessments and Statutory assessments in Year 2 and 6 have shown that outcomes in 2023 were higher in Maths than in previous years, and that the percentage of Pupil Premium children achieving at least EXS was up slightly from 2022, in all year groups. The gap between disadvantaged and non-disadvantaged children closed in some year groups.

Targeted Academic Support – Wellcomm and NELI supported children in EYFS and KS1 regularly, and strategies were put into place to support children with delayed or unidentified language skills. 2 days per week dedicated to support with HLTA. 60% of Pupil premium children achieved EXS in communication and Language. Data shows Springdale are slightly ahead of for GLD in EYFS.

Targeted intervention, was delivered and proved to be effective particularly with phonics in Year 3 and 4. Children made good progress in RWI sessions and phonics skills and knowledge were more embedded with children achieving accelerated progress. 50% of Pupil Premium children identified for phonics support remain below EXS but have narrowed the gap with their non pupil premium peers.

The tutor provided targeted support for specific children in years 2, 3 and 4 during the Spring and Summer term, children were supported in reading and comprehension skills, alongside some maths intervention. The children closed the gap on non-pupil premium peers, and achieved improved outcomes in end of year tests.

Children were provided with more opportunities to learn outside – using wild tribe skills, an after school club was successful in supporting the health and mental well being of the children who attended. Confidence and self-esteem noticeably increased in these children.

Wider Strategies – all pupil premium children attended visits and experienced enrichment opportunities in school At least 60% of pupil premium children attended at

least one after school club. They also had the opportunity to attend residential trips in years 2 and 6. Children benefitted from the wider opportunities music programme to learn to play a musical instrument in years 3 and 4 and 65% of pupil premium children went on to continue playing either string or brass instruments into year 5.

The ongoing support of a school councillor and parent support worker have meant visible improvements in learning behaviours, self-regulation, self confidence and enthusiasm for learning for those children targeted for support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths Support	TT Rockstars
Literacy Support	ED Shed – Spelling Shed Literacy Shed Plus
Mastery Maths Support	SHaW Maths Hubs
Wider Opportunities Music	W-ton Music School

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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