

# Pupil premium strategy statement (primary)

1. Summary information					
School	Springwood Heath Primary School				
Academic Year	2022-23	Total PP budget	£99,080	Date of most recent PP Review	September 2022
Total number of pupils	236	Number of pupils eligible for PP	64	Date for next internal review of this strategy	September 2023

2. Current attainment - Whole School KS1/2 - July 2022		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50.3%	0% - No data due to COVID
% making progress in reading	49.9%	0% - No data due to COVID
% making progress in writing	44.6%	0% - No data due to COVID
% making progress in maths	56.5%	0% - No data due to COVID

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Identification of those children within each class who are WTS (3 secure) to have further intervention to support them to become ARE by the end of the school year (2023).
<b>B.</b>	Communication/Language – Understanding/Processing/Attention and Listening Difficulties.
<b>C.</b>	41% of Pupil Premium children are also on SEND Support.
<b>D.</b>	Identify and put into place interventions for the lowest 20% of children for reading.
<b>E.</b>	Employ strategies to ensure higher rates of progress across KS2 for high attaining eligible for PP.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance (all PP) 89% SEND children 83% (numerous absences for a number of children due to medical reasons)

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Good progress is made by all PP children	All pupil premium children, whatever their prior attainment and starting points, make at least expected progress. Children's attainment who are working below ARE make sufficient progress by 'bridging the gap'. Those children who are identified will participate in additional provision. Teaching and Learning Co-ordinator/PP Co-ordinator will monitor.
<b>B.</b>	Target individual children's communication and interaction to improve learning	SLT will identify and assess individual children and provide support and strategies to enable progress from individual starting points. SLT will provide sufficient evidence of progress to SMT.
<b>C.</b>	Assess and target SEND children to ensure that they make steady progress with High Quality Teaching	That 85% of children make steady progress and are in line with LA.
<b>D.</b>	Target the lowest 20% of children within their Reading	PP children within all years 'bridge the gap' regarding ARE. Children will then complete RWI programme and engage in NC alongside their peers.
<b>E.</b>	Higher rate of progress across KS2 for high attaining eligible for PP	Reading, Writing and Maths data shows that most able PP children are in line with most able nationally. Teaching and Learning/PP Co-ordinator will monitor.
<b>F.</b>	The attendance of PP children improves.	Attendance for the PP children is an aspirational 97% in line with the Liverpool target. Use of school's admin officer as first response to absence. Learning mentor to meet with children and parents of poor attenders to offer support.

5. Planned expenditure					
Academic year	2022/2023				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Non-SEND children who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard.	<p>School to quickly identify any children who are falling behind and staff will make effective provision for these children in class in order to 'bridge the gap'.</p> <p>Assistant Headteachers, subject co-ordinators and SENDCO to monitor effective teaching of phonics, reading writing and maths.</p> <p>Target phonics intervention each afternoon in Year 1 and Year 2.</p>	<p>Teachers and HLTAs use assessments to inform short term planning and intervention. Teachers and HLTAs will provide high quality teaching in order for children to make progress.</p> <p>75% of Non-SEND Pupil Premium children achieve ARE.</p>	<p>Termly Assessments (including use of PIVATs as appropriate)</p> <p>Performance Management</p> <p>Implementation and regular review of RWI Programme</p> <p>Moderation of work</p>	<p>CRC/SD/CY</p> <p>IH/CRC/SD</p> <p>CRC</p> <p>CRC/SD/AM /CC</p>	<p>Termly</p> <p>Spring 2023</p> <p>Termly</p> <p>Termly</p>
Individual children's communication and interaction is targeted to improve learning.	<p>School to identify swiftly any children who are falling behind and staff will make effective provision for these children in class in order to 'bridge the gap'.</p> <p>Training individual staff to implement interventions ie 'Wellcomm' and 'NELI' as an assessment tool.</p>	<p>Teachers will identify areas of concern in language, communication and interaction development. In order to ensure early targeted interaction.</p>	<p>Use of assessment tool</p> <p>SLT to monitor</p>	<p>RW/CY</p> <p>RW/CY</p>	<p>July 23</p> <p>July 23</p>
The attendance of Pupil Premium children improves.	<p>Use of school's admin officer as first response to absence. Learning mentor to meet with children and parents of poor attenders to offer support.</p>	<p>Being pro-active following the school's attendance policy.</p> <p>To raise standards to a minimum of 95% for each</p>	<p>Headteacher will monitor attendance through SIMS. Issues to be addressed accordingly.</p>	<p>IH/JMc</p>	<p>Termly</p>

		child (except for those with a severe medical need).	Each class will promote good attendance through achievement assemblies, certificates, positive displays etc.		
<b>Total budgeted cost</b>					£42,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved partnerships with parents/carers and improved attendance and punctuality.	Whole school approach to developing communication with parents/carers and promoting better attendance/punctuality. Parents app. Parent workshops with school staff and outside agencies e.g. ASD coffee morning/Seedlings etc.	School attendance is at 92% (although this includes children from the 'enhanced provision') with individual attendance and punctuality issues. As a school we are moving forward to being pro-active and we feel that we could improve our communication and support so that we help parents to help their children attend school.	Monitor attendance  Seedlings for specific children (£1,800).  Learning Mentor will support children and parents to provide a positive attitude to enhance attendance (hot chocolate Fridays etc).	IH/JMc/class teachers  CY  LS	Yearly  As needed  Half termly
<b>Total budgeted cost</b>					£31,980
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support for children's social & emotional needs.	Continuation of therapies within school. These include Draw & Talk, Sand tray therapy, Lego Therapy, Socially Speaking Groups, Seedlings. Use of support staff on a 1:1 to give the	Children who display communication and Interaction difficulties are highlighted, tracked and supported through school.	A central record of who has received support will be in place as well as a review of each therapy highlighting its	IH/LS/SD/C RC/CY	January 2023

	<p>child individual support in/out of the classroom.  Close liaison with parents/carers.  Use of fiddle toys, ear defenders, work station, slants, wobble cushions etc</p>	<p>Children who are identified with SEMH/C&amp;I are supported within their learning, with extended activities/resources in order to access the curriculum.</p>	<p>success/impact and a future plan for the child involved.</p> <p>Whole school policy on behaviour including currently 'Good to be Green'. This is to be reviewed by the Leadership Team.  Individual Behaviour Plans for specific children to be followed by all staff.  Individual resources as needed by specific children.</p>	<p>SD/LS/CY/J  P/CRC</p>	
<b>Total budgeted cost</b>					£24,600

6. Review of expenditure				
Previous Academic Year		July 2023		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)