

## Pupil premium strategy statement

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	Springwood Heath Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	61 children (26.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-22 - Complete 22-23 - Complete 23-24 - Tina
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs J Costello
Pupil premium lead	Mrs T Carruthers
Governor / Trustee lead	Mr R Lovegrove

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,000.00
Recovery premium funding allocation this academic year	£44,309.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,309.00

# Part A: Pupil premium strategy plan

## Statement of intent

Springwood Heath Primary School is a one form entry school in South Liverpool. However, Springwood Heath is larger than an average mainstream primary school. The vast majority of pupils belong to families who live in communities which experience significant levels of deprivation, for example, Speke/Garston ward has a deprivation index ranking of 8 for Income and 2 for Education, (1 being most deprived and 30 being least deprived- which places the Speke/Garston ward at 10<sup>th</sup> most deprived in the city – LCC Index of Multiple Deprivations 2019). Springwood Heath is a specialised primary school with enhanced provision for children with complex physical/medical needs. Some of the enhanced provision learners are taught in the same class, led by the same teacher and supported by SLA's. Up to 24.6% of learners are allocated a place within the enhanced provision by Children's Services as a result of their particular needs – these children would previously have been taught in a special school. The inclusive ethos attracts high proportions of SEND children within the mainstream provision. As a result, smaller numbers of more able children are admitted. The number of pupils entitled to Free Schools Meals (FSM, 26.4%), is higher than the national average (23.8%). The number of SEND support (38.9 %) average national is 13.5% in the year 2023 and the number of EHCPs (24.6%) average national is 2.5% in the year 2023 pupils is predominately higher than the national average.

The pupil premium strategy plan covers a three-year cycle and will be reviewed on a yearly basis. Springwood Heath Primary School is committed to ensuring that every pupil irrespective of their background is a highly successful learner from their own unique starting point. This academic year, our focus will be on supporting identified pupils to bridge and narrow their gaps through lost learning or due to other circumstances relating to their well-being, this includes high attaining pupils and to ensure that their needs are met alongside their peers. High quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This will be done through a well-planned curriculum, which will be responsive to common challenges, individual needs and assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or young carers regardless whether they are disadvantaged or not.

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> <li>Baseline assessments, observations, professional input indicate underdeveloped oral language skills and vocabulary gaps in our youngest pupils – Reception to year 2.</li> <li>Referrals to speech and language therapist for pupils in the younger years has increased significantly this academic year evidence has been found from delivering the Welcomme Program</li> </ul>
2	<ul style="list-style-type: none"> <li>Baseline assessment across the EYFS have highlighted that pupils starting points in reception are low across the majority of EYFS curriculum areas.</li> <li>The gaps for pupils including disadvantaged are already present by the time they begin Springwood Heath Primary School.</li> <li>An additional challenge has been the introduction of the newer EYFS framework including phonics scheme alongside school closures. Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</li> </ul>
3	<ul style="list-style-type: none"> <li>Our whole school assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, due to the pandemic (COVID) further up the school. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations (ARE), in phonics, reading, writing and maths.</li> </ul>
4	<ul style="list-style-type: none"> <li>Persistent absence has been an issue within Springwood Heath Primary School. An attendance rate of groups of pupils with additional vulnerabilities and complex needs is higher than the average mainstream Primary School due to the high percentage of SEND children.</li> </ul>

## 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
<ul style="list-style-type: none"> <li>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils</li> <li>To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills</li> </ul>	<p>Communication and Language prime area of EYFS framework inline or above local and national averages. Systematic Synthetic Phonics 'RWI' scheme embedded throughout the school and cycles of evidence to support impact using end of term progress reports.</p> <p>Phonics screening results in line with or above local and national averages for disadvantaged pupils.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><i>This will be implemented using the following:</i></p> <p>All staff are trained in delivering interventions according to pupil targets, set internally and by other professionals including speech and language therapists, these interventions will be monitored and guided by the SENDCo and Speech and Language therapist.</p> <p>All staff have or will be trained to deliver systematic synthetic phonics to a high level including all new starters and teaching assistants, this will be delivered by the Phonic Lead.</p> <p>Phonics teaching is effective and that phonics progress is linked to progress in reading and writing within other areas of the curriculum using cross curricular links, this to monitor by the Headteacher, English and other co-ordinators.</p>
<ul style="list-style-type: none"> <li>To support disadvantaged children to make accelerated progress across all areas with the EYFS curriculum</li> </ul>	<p>Good Level of Development for disadvantaged pupils will be in line (or above) local and national and averages. Disadvantaged pupils within the EYFS will have equal opportunities to their non-disadvantaged peers.</p> <p>Attainment for disadvantaged pupils will be at least in line with 'others' nationally.</p> <p><i>This will be implemented using the following:</i></p> <p>Having robust assessments (EYFS framework) in place that provide opportunities to reflect on pupils' thinking, strengths and areas for development.</p>
<ul style="list-style-type: none"> <li>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths</li> </ul>	<p>Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations (ARE).</p> <p>Pupils will make accelerated progress from their starting points.</p> <p>The gap between pupil premium and non-pupil premium pupils will lessen.</p>

towards end of year expectations	<p>Attainment for disadvantaged pupils will be at least in line with 'others' nationally.</p> <p><b>This will be implemented using the following:</b></p> <p>KS1 and KS2 reading, writing and maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard or above compared to previous years.</p>
<ul style="list-style-type: none"> <li>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</li> </ul>	<p>Family Support Worker and SLT to meet daily/weekly to identify and track families in need of support including persistent absentees.</p> <p>Pastoral Lead, DSL/SENDCo to identify barriers to attendance and punctuality for pupils and families.</p> <p>SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance</p> <p>Disadvantaged pupils' attendance to increase and be in line with local and national targets.</p> <p><b>This will be implemented using the following:</b></p> <p>A decrease in the overall absence rate for all pupils identified as persistent absentees.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.</p> <p>Improved engagement and interactions between home and school.</p> <p>Identified families will be benefiting from early help; impacting attendance, social and emotional and learning behaviours.</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: £ 23,425**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2

<p>Purchase of fluency assessments NFER and Insight</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase an Assessment tool – Insight</p>	<p>Fluency assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Purchase, implement and enhance a new curriculum CUSP, provide CPD to all staff in order to deliver effectively and to bridge the gap in the wider curriculum for those who are hard to reach and at a disadvantage.</p>	<p>It provides a sequenced, ambitious curriculum that places quality literature at its core. Our units have been carefully mapped out to match the entire statutory curriculum for writing. using the wider curriculum ie Science, Geography, History, Art and Design.</p> <p><a href="#">DFE The Reading Framework Improving Literacy in Key 1 and 2</a></p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	3
<p>We will fund teacher release time to embed key elements of guidance in school to Enhance our English teaching and curriculum planning by providing a sequenced, ambitious curriculum.</p>	<p>It provides a sequenced, ambitious curriculum that places quality literature at its core. Our units have been carefully mapped out to match the entire statutory curriculum for writing.</p> <p><a href="#">DFE The Reading Framework Improving Literacy in Key 1 and 2</a></p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	3
<p>Training to the necessary staff to implement positive changes to</p>	<p>Improving school attendance support for schools and local authorities' guidance</p>	4

attendance and raise standards	<a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 145,174.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast track tutoring implemented in Class R-Y2 to ensure ALL children reach the required phonics standards.	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 each day within the school day Continue to work alongside RWI and Literacy Hub consultants <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Introduction of the Welcomme programme to the Reception cohort of children to ensure the speech and language gap between disadvantaged and none is closed.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Introduction to a robust tracking system, and provide training to staff to ensure children are identified and intervention can be put in place to raise standards in Reading Writing and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3



<p>Purchase and Introduce to a new English curriculum for year 1-6 Ready, Steady Write and Read to write using Literacy Counts.</p> <p>Teaching assistants effectively deployed to support the most disadvantaged children with the introduction of “Literacy counts”</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>(sarah)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</a></p>	<p>4</p>
<p>Additional mental health support provided by Family Support Worker to support disadvantaged children with anxiety, attendance, family concerns. (Laura)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

**Total budgeted cost: £ 197,599.00**



## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. **See Below for summary. This has been compiled by all the necessary staff stated within the action plan.**

### Summary

#### Pupil Premium – Attendance

Information taken from the half termly school Attendance Report:

Attendance figures for whole school/Pupil Premium children

	October 2023	February 2024	May 2024
Whole School	93.86%	93%	93.3%
Pupil Premium	89.86%	88.76%	89.57%

Of the 11 children referred to the EWO in January 2024 9 are PP. One is on roll but has never attended. This is 81.8%.

#### **Attendance figures for children referred to EWO who are also PP**

Initials	December 2023	June 2024
■■■	0%	4.25% (home tutor)
■■■	76.9%	76.92%
■■■	87.4%	89.54%
■■■	87.4%	92.9%
■■■	84.6%	89.54%
■■■	83.2%	82.46%
■■■	67.1%	69.85%
■■■■	11.81%	37.54%
■■■	88.1%	90.5%

### Actions/Interventions (to be costed):

- DAL time writing letters, meeting termly with parents.
- Newsletter and assemblies always give high profile to attendance.
- Introduction of fines for holidays in term time – February 2024.
- EWO (3 hours per week) employed since January 2024.
- Office staff and DAL scrutinise Arbor twice daily for 'N' codes, patterns of absence etc. Parents receive a phone call if they have not contacted school. Voicemail/emails to report absence are no longer acceptable.
- Home visits made on occasion for children on 'persistent absentee' list where 'no reason' has been provided for absence.
- Half termly attendance booklets sent home for every child.
- Learning mentor works 1:1 with those reluctant to attend school.

We currently have 44 children recognised as persistent or severely absent. Many (but not all) of these children are on our SEND list.

19 children who are persistently absent are also PP. This makes up 43.1% of persistently absent children. This is 7.9% of the whole school population.

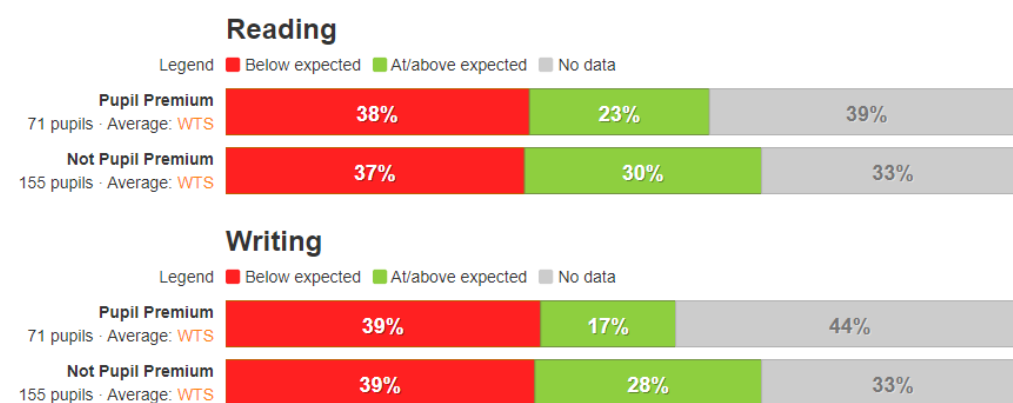
### **SD – June 24**

#### **Pupil Premium: English Summer 2024**

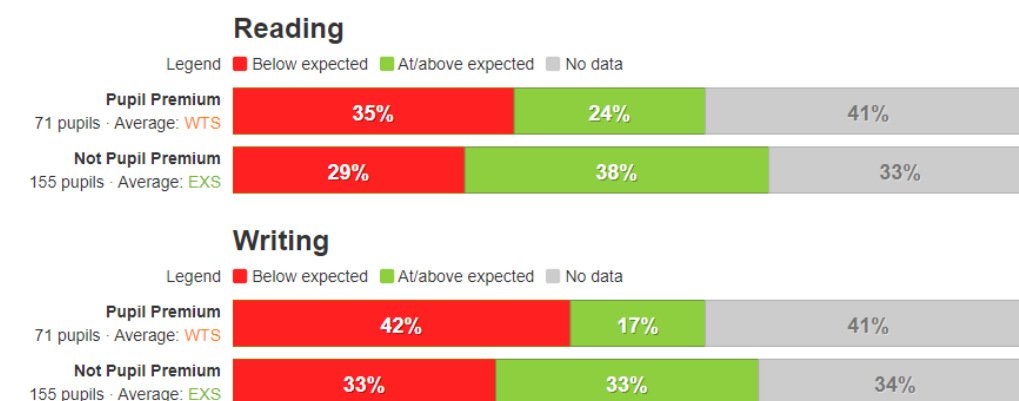
Children in our mainstream provision are now working with a new English scheme from Literacy Counts – the Reading 'Steps to Read' programme and the Writing 'Ready Steady Write' programme. At the time of writing this report, Summer 2024 assessments have not been completed yet so I have compared progress from Autumn to Spring data for the children accessing this curriculum (the 'no data' section showing children accessing specialist SEND provision and not using the Literacy Counts curriculum) – during this term there is little measurable change in our data and PP children have shown only a 1% increase in children achieving at/above expected levels in Reading, with Writing remaining the same. It is expected to not see considerable change after only one term so I hope to see measurable improvement in Summer data. From monitoring of English across school there have been several positive changes seen in pupil voice interviews, book looks and lesson visits. Having spoken to three PP children across Key Stage One and Two this term, one child expressed they feel '*Ready Steady Write helps me to use better vocabulary in my writing and makes me more confident to know what to write because it has word banks to help me*'. Another child felt '*Steps to Read*' was '*better than our old comprehension lessons because the texts are more interesting and I know how to answer the questions better*'. PP children (from Pupil Voice questionnaires) felt 'supported by their teacher', 'they knew how to ask for help' and 'lessons were challenging' in all participants. Presentation in books has shown a marked improvement in content, presentation and quantity/quality of writing. Expectations on children's attainment in lessons has been observed to be higher with the implementation of the new curriculum and support staff are being delegated with purpose to adapt lesson

content for those children who need it. Intervention sessions have been put in place at the beginning of the day to target those children who are at risk of falling behind targets and do include PP children. PP children when compared to non-PP children working below expected levels in Reading and Writing are comparable. In both Reading and Writing, there is a higher percentage attaining expected or above levels compared to PP children- this gap is larger in Writing (16% compared to only 14% in Reading) but as our new curriculum becomes embedded, intervention becomes more targeted and teacher confidence in delivery of these schemes improves, I hope to see the gap narrow between PP and non PP children, especially in Writing, where I will focus my attention in Autumn term for English monitoring.

### Main class assessments: Autumn 2023



### Main class assessments: Spring 2024



### AT June 2024

## Phonics Data

At the present moment there are 36 children within our Year 1 class. However, 5 of those children are working within our 'resourced base', which means they were disapplied and therefore did not participate with PSC 2024. The 31 children who did complete the PSC 24, 23 children gained 32 points or more. Using the passed years pass mark of '32'. If we consider the from passed years criteria, the data calculated suggests: -

- Whole Class 23/36 children completed and passed the PSC 2024 = 63.8%
- Non PKS 23/31 Children completed and passed the PSC 2024 = 74.1%

Although 8 children who are in receipt of Pupil Premium only 2 children achieved 32 points or more. Therefore only 25% would have achieved the PSC 2024.

Additional to this, 4 children resat the PSC 2024 in year 2, and 3 of these children are also in receipt of Pupil Premium and therefore 0% achieved.

### CRC- June 2024

#### Pupil Premium SEN children.

Out of the 62 Pupil premium children 53% (33 children) are on the SEND register.

48% (16 children) of these children are part of the Enhanced Resource provision and have an EHCP.

52% (17 children) have SEND provision and an individual learning Plan with personalised targets.

Of the 52% with SEND provision 18% (3 children) have an EHCP but are part of the main class provision.

Out of the 33 children on the SEND register in receipt of Pupil premium 18% (6 children) access our specialist provision classrooms. These classrooms are run on a stage not age basis and so progress is very much on an individual level.

Interventions for the Pupil Premium in the main class and provision classes have been targeted according to their personalised targets and EHCP targets for example:

- All pupil premium children have access to high quality teaching.
- 1:1 time with class teacher or HLTA for pre or over teaching and feedback.
- A key person (teacher/HLTA or TA) to carry out a social/emotional activity such as Lego therapy, socially speaking and turn taking games at specific times during the day or week.

- Intervention small group work during assembly, playtime and during the afternoon for spelling, SPAG, phonics and number work.
- Time to spend with the Learning mentor/mental health lead to focus on individual SEMH targets.
- Speech and Language support targeted by a TA/HLTA in class and also training with community SALT.
- Sensory processing support targeted by professionals and supported by class TA.
- Access to ICT equipment to support learning in class.

Final assessments are not due until the end of June 2024 but so far, all PIVATed children have made between 1 and 16 levels of progress across Reading, Writing and Maths. Final assessments will take place at the end of June and further progress will be recorded.

Of the 16 children who are SEND support there are 3 children with an EHCP these children have made progress recorded using PIVATs or have maintained their expected progress within their year group curriculum.

### **Completed CY – June 2024**

## **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*

<b>Programme</b>	<b>Provider</b>
Read to write	Literacy Counts

Ready, Steady Write	Literacy Counts
Read Write Inc	Ruth Miskin
Insight	Insight
CUSP	CUSP