



Springwell Park

Pupil Premium Strategy

2021 – 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Springwell Park
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	220 / 463 - 47.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	T.Webley
Pupil premium lead	T.Webley
Governor / Trustee lead	Sue Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,000
Recovery premium funding allocation this academic year	£21,533
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£316,533

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Springwell Park is that all pupils, irrespective of their background or the challenges they face, make good progress and reach their full potential. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the analysis of data and professional dialogue about pupils.

Quality first teaching for all is at the heart of our approach. 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. We believe that quality first teaching, enhanced with specific interventions will give our children the best opportunity to catch up.

Class teachers and senior leaders will analyse data to ensure support is targeted where it is most needed. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision and that all children have the opportunity to experience a range of opportunities that they missed during lock down.

Whilst we are aware that our children need to 'catch up' across the curriculum, our initial focus will be on reading as we believe this is the driver to success in all subjects.

We intend to Identify barriers to learning and ensure actions are put in place to ensure this does not prevent a child achieving.

We intend to:

- Identify barriers to learning and ensure actions are put in place to ensure this does not prevent a child achieving
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Provide a wide range of opportunities to develop their knowledge and understanding of the world

We will do this by ensuring our disadvantaged pupils are challenged in the work that they're set and provide opportunities for higher attaining pupils. We will intervene at the earliest point to ensure need is identified and addressed early.

We have a whole school approach to raising the attainment of all pupils and all staff take responsibility for improving the outcomes for disadvantaged pupils.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target attendance to ensure pupils regularly attend
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

Challenges

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

Challenge number	Detail of challenge
1.	Pupils enter the EYFS with language and listening skills well below their developmental age and stage
2.	Pupils attendance is not in line with national and persistent absence is above National data for PP children.
3.	Reading attainment of PP children is lower than non-PP children across school
4.	Assessments show that pupil's attainment in phonics has been negatively impacted by the repeated lockdowns. .
5	Wellbeing of pupils has been affected and many pupils unable to self-regulate and manage emotions in an age appropriate way.
6.	Limited experiences impact on communication, vocabulary, reading and writing

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
(At the end of the three years of this strategy)	
Attendance to be consistently 97%	Improve attendance of disadvantaged pupils to meet national target and lower the number of persistent absentees

Phonics	Achieve national average in Y1 and Y2 phonics screening check
EYFS	Achieve national average in GLD
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils are in line with their peers
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • pupils able to self-regulate their emotions
Progress in Reading	Achieve national average progress score in KS2 reading (0)
Progress in Mathematics	Achieve national average progress score in KS2 maths (0)
PP children to enjoy the wide range of enrichment activities we have	Attendance registers reviewed to ensure PP children are

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: £ 142, 219

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all relevant staff have received certified RWI training to deliver the phonics scheme effectively.	The reading framework 2021 states that a systematic programme is essential for teaching phonics. All EYFS/KS1 staff will receive the training and KS2 staff as we have children who did not pass their phonics screening. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4
To ensure all staff have quality reading training and support to enable them to help pupils 'catch up'	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,4

To ensure EYFS staff successfully complete the NELI programme	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	1
Additional teacher in Y6 to provide small class sizes for Maths/English and intervention in the PM	<p>We have set the children by attainment groups in Maths to provide targeted support to pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>Small group sizes allow the teachers to provide more personalised feedback to help children achieve the objective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3
Consultants booked to work with foundation subject leads, English and maths leads to ensure they are well equipped to support staff.	<p>Our approach is aimed at providing facilitated CPD for staff to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including instruction, classroom management, assessment, and lesson planning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	3
Additional class teaching assistants	<p>TAs are used to add value to what teachers do in class and to deliver high quality one-to-one and small group support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3,4,6

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

Budgeted cost: £ 88, 098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted pupils have Lexia licenses to provide an online reading intervention.</p> <p>*lowest 20% in each class</p>	<p>A daily reading intervention that adapts to the children's individual learning needs Evidence suggests that Lexia helped 80 % of children (in the trial) affected by COVID-19 to catch-up.</p>	3

*All pupils in Y1/Y2/Y6	https://www.lexialearning.com/user_area/content_media/raw/ResearchBriefUsingLexiaCore5ReadingtoAddressLearningLossandAccelerateLearning.pdf		
National tutoring programme- Tutors to support pupils who did not pass the phonics check in Y2/Y3/Y4	Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4	We are not using NTP for year 2023/2024
TA reading interventions	Using the Lexplore diagnostic tool, TA's will provide targeted reading support for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1	
Mabel speech and Language programme for targeted pupils - Reception	Targeted support for children with significant language difficulties in Reception. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 £4952	
<i>TA leading Neli sessions in Reception every morning</i>	Targeted pupils following the 30 week Nuffield programme in Reception. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions m	4	
TA leading 1:1 RWI intervention in Y1 PM	1:1 read, write inc intervention sessions every afternoon in Y1 are supported by the EEF research into intensive support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4	
TA's used every afternoon for 1:1 reading and targeted intervention	Research suggests that intensive small group and 1:1 intervention can help children to catch up. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3,4	
Book trust packs for higher achieving pupil premium	Higher attaining PP pupils are less likely to achieve as well as their peers at GCSE. Therefore we are providing booktrust packs delivered to their home to ensure they can extend their own reading and have	3	

	<p>quality texts in the home. This aligns with the EEF research on aspiration interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
Subscription to NWGT and targeted workshops	<p>We have again subscribed to the North West gifted and Talented charity. This will provide opportunities for our Higher attaining pupil premium children to experience a range of workshops and visit university. This aligns with the EEF research on aspiration interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	6

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

Budgeted cost: £ 86, 216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional pastoral officer appointed to support with attendance, behavior and pupil well-being	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attendance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
Free breakfast club for all to ensure pupils have access to breakfast before school and can be given emotional support before the school day starts	<p>Social and emotional learning seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, this support is provided within breakfast club.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>Additional Education welfare hours purchased to support attendance</p> <p>Two days per week family support worker</p>	<p>There is a strong existing evidence base for key workers engaging with families who need the most Support.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</p>	2

from the charity School home support to tackle persistent absentees.		
Access to free trips and visitors to school to enhance topic/vocabulary work	EEF research shows that participation in Arts, sport and outdoor adventure interventions can impact on pupils maths and English attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	6

Total budgeted cost: £ 275,180

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 2022 – 2023 academic year

Phonics

Our approach to phonics shows that our Pupil Premium strategy has been effective and we are on track to meeting our aims by the end of our allocated plan – 2024.

Year 1 – 77% pass rate with the national being 79%

Year 2 – 88% pass rate with the national being 89%

Year 1

Year 1 - Overall							Attendance
	All	Boys	Girls	PP	Non-PP	SEN	
Context	56	27	29	23	33	13	
% passed in Y1	77%	70%	83%	61%	88%	38%	

Year 2 – Overall							Attendance
	All	Boys	Girls	PP	Non-PP	SEN	
Context	59	34	25	27	32	15	
% Passed in Y1	70%	68%	72%	55%	82%	14%	

Y2 had an 88% pass rate, which is an increase of 13% compared to the previous year. 76% of our PP children passed the check, which is in-line with the previous year. Only 7 children transitioned to Y3 still needing phonics – this was a huge improvement compared to the previous year.

Reading Amongst Disadvantaged

Our attainment amongst disadvantaged pupils has improved since last year's review. It has been gradually improving for the past few years.

- 2020 / 2021 – 33% of Pupil Premium children were age related in the whole school.
- 2021 / 2022 – 39% of Pupil Premium children were age related in the whole school.
- 2022 / 2023 – 48% of Pupil Premium children were age related in the whole school.

Reading

2021 / 2022 – 43% age related, 6% GD, with 49% combined.

2022 / 2023 – 47% age related, 6 GD, with 53% combined.

Our reading data has improved over the past year. Our approach to phonics has resulted in less Y3 children needing phonics when they transition, which has a positive effect on children accessing whole class reading. Our approach to comprehension within Early Years has also improved the children's level of understanding when they start year 1, and the intention of this is that it will continue to have a positive impact.

% Achieving expected standard

% Achieving a high score

Springwell	Sefton	National	Springwell	Sefton	National
68%	73%	73%	19%	26%	29%
KS2 Average Scaled Score					
103	105		105		

Maths

2021 / 2022 – 44% age related, 4% GD, with 48% combined.

2022 / 2023 – 50% age related, 6% GD, with 56% combined.

Our maths data for 2022 – 2023 has increased, with us achieving higher than the local and national average in our KS2 SATS. This shows that our strategy is effective and is working.

% Achieving expected standard		
Springwell	Sefton	National
75%	73%	73%

Attendance

The overall attendance during the academic year 2022 – 2023 was 93.13%. This is disappointing and is not at our school target. Our pupil premium percentage was 92.68%. The number of children with attendance between 95-100% was 44.7%, the number of children between 90 – 94% was 29%, and the number of children between 89%- was 25%.

We have used this review to acknowledge that further actions need to be in place for academic year 2022 – 2023 in order to ensure that this strategy is as effective as possible and we meet our aim by 2024.

EYFS

50% of our EYFS cohort achieved GLD in Summer 2022 – this is directly in line with the previous year. 25% of our PP children received the GLD. Although this is disappointing, the progress the children made was very clear. 93% of children made above expected progress in reading, 93% in writing, and 91% in maths. For our pupil premium children, 86% made over expected progress in reading, 86% in writing, and 82% in maths.

Our aim is for the percentage to increase, and as stated in the strategy, for children to achieve the national average by 2024 (or sooner).

Well-being/Enrichment

We work very hard as a school to increase our children's culture capital – our children have many opportunities to enjoy life experiences that they otherwise wouldn't occur.

Our PP children enjoyed a wide range of enrichment activities during 2022 – 2023. These included

- attending our free breakfast club provision from 7.45am (expenditure – wider strategies)
- work with our Learning Mentor to assist with well-being, mental health, and emotional understanding (expenditure – wider strategies)
- After school curriculum clubs, funded through our teaching expenditure.
- Our children also enjoyed going on educational trips (one a term, or a workshop visiting the school) fully funded by the school. In addition to this, our high attaining PP children also received Booktrust packs to further drive forward their reading for pleasure.

The PP children also received quality intervention, in addition to the standard curriculum, to ensure they do not fall behind and the gap diminishes (RWI; Speech and Language; SEMH; reading).

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
Lexplore	Lexplore
ROAR response	Liverpool Count council

Doodle maths	Doodle
Lexia	Lexia Core5
Flash academy	Flash academy
Read, write inc	Ruth Miskin – Oxford University press
Oxford reading owl	Oxford University press

Our PP strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Revisiting the renewed feedback policy and embedding this practice. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- Utilising a DfE grant to train a senior mental health lead.
- Offering a wide range of high quality extra-curricular activities to boost well-being, behaviour, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate.
- School has purchased an online subscription to Doodle maths for all pupils to provide 'catch up support' in Maths during a targeted 'early bird' session.
- Mop up maths led by teachers to support pupils who did not achieve or who exceeded the maths objective for the day.
- Reading volunteers to support pupils who do not read regularly at home
- Wellcom language support in Nursery

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils

