



# Springwell Park Primary School

## Pupil Premium Impact Review

2022 – 2023

*“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.”*

# Pupil premium Impact Review

The purpose of this report is to provide a review of the pupil premium provision, including expenditure, for the year 2022 – 2023. The report will detail evidence of the impact of that expenditure and any lessons learnt to further improve opportunities for pupil premium children. The objective of this report is to improve our Pupil Premium Strategy.

School overview	
School name	Springwell Park
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date the strategy was published	November 2021
Date on which it will be reviewed	September 2023
Statement authorised by	T. Webley
Pupil premium lead	Tom Hanlon
Governor / Trustee lead	Sue Green

Breakdown of PP numbers	
EYFS	Nursery = 11 children (3 boys and 8 girls) Reception = 25 children (15 boys and 10 girls)
Year 1	28 children (18 boys and 10 girls)
Year 2	22 children (10 boys and 12 girls)
Year 3	27 children (17 boys and 10 girls)
Year 4	29 children (17 boys and 12 girls)
Year 5	35 children (20 boys and 15 girls)
Year 6	28 children (18 boys and 10 girls)

Funding overview	
Pupil premium funding allocation this academic year	£256, 445
Recovery premium funding allocation this academic year	£15,648
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	£272,093

# Review of Intended Outcomes – 2022 / 2023

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria
<b>(At the end of the three years of this strategy)</b>	
Attendance to be consistently 97%	Improve attendance of disadvantaged pupils to meet national target and lower the number of persistent absentees
<p>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%.</p> <p>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.</p> <p><b>Actions to improve strategy for 2023 - 2024:</b></p> <ul style="list-style-type: none"> <li>An additional Pastoral Officer is being appointed for academic year 2023 – 2024 who will have the responsibility of attendance – monitoring daily figures, trends, and first day response (<i>wider strategies</i>)</li> <li>Support staff with keeping the momentum of Freddo Friday ongoing, including regular updates on the newsletter and Dojo.</li> <li>Host Pupil Premium surgeries regularly, with a focus on attendance and overcoming barriers.</li> </ul>	

Intended outcome	Success criteria																													
(At the end of the three years of this strategy)																														
Phonics	Achieve national average in Y1 and Y2 phonics screening check																													
<p>We are happy with the progress of our phonics and this review indicates that our strategy is working well. We invested into RWI training for our teachers, with excellent CPD being offered. The impact of this was monitored by the English Leads and through the use of summative assessment (<i>expenditure – teaching</i>). We also invested in <i>targeted academic support</i>, through the use of a phonics tutor and in-house interventions.</p> <p>Year 1 – 77% pass rate with the national being 79%</p> <p>Year 2 – 88% pass rate with the national being 89%</p> <p><b>Year 1</b></p> <table><tr><th colspan="7">Year 1 - Overall</th></tr><tr><th></th><th>All</th><th>Boys</th><th>Girls</th><th>PP</th><th>Non-PP</th><th>SEN</th><th rowspan="3">Attendance</th></tr><tr><td>Context</td><td>56</td><td>27</td><td>29</td><td>23</td><td>33</td><td>13</td></tr><tr><td>% passed Summer</td><td>77%</td><td>70%</td><td>83%</td><td>61%</td><td>88%</td><td>38%</td></tr></table> <p>Y1 had a 77% pass rate in the phonics screening check. This was an increase of 7% compared to last year's mark. 61% of our PP children passed the check, which is an increase of 5% from the previous year. This shows that we are headed in the right direction.</p> <p><b>Year 2</b></p>		Year 1 - Overall								All	Boys	Girls	PP	Non-PP	SEN	Attendance	Context	56	27	29	23	33	13	% passed Summer	77%	70%	83%	61%	88%	38%
Year 1 - Overall																														
	All	Boys	Girls	PP	Non-PP	SEN	Attendance																							
Context	56	27	29	23	33	13																								
% passed Summer	77%	70%	83%	61%	88%	38%																								

Year 2 – Overall						
	All	Boys	Girls	PP	Non-PP	SEN
Context	59	34	25	27	32	15
% passed in Y1	70%	68%	72%	55%	82%	14%
% Passed Summer	88%	82%	100%	76%	97%	65%
						93.9%

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.

#### Actions to improve strategy 2023 - 2024:

- Ensure CPD remains up to date, including any new members of staff.
- Invest in resources (as and when needed) to ensure adequate supply.
- Ensure interventions occur for the bottom 20% (children falling behind).

Intended outcome	Success criteria
(At the end of the three years of this strategy)	
EYFS	Achieve national average in GLD.

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).

#### Actions to improve strategy for 2023 - 2024:

- Whole school focus on Early Reading and Early Writing – staff CPD, both internal and external.
- Continue with the plan on the strategy – expenditure on teaching and learning, and direct targeted academic support (including interventions and NELI).
- Support Assistants being used to pinpoint specific children to accelerate progress.

Intended outcome	Success criteria
(At the end of the three years of this strategy)	
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils are in line with their peers

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.

Breakdown of attainment in reading is below. The first table is the cohort as a whole, with the second table being a breakdown of just the PP children within each year group. It is worth noting that our approach to early reading (phonics) has reduced the number of children going to Y3 still needing phonics, which will help achieve this aim by the end of our strategy.

Year group	SEN	WTS	ARE	GD	ARE and GD combined
Y3	22%	12%	62%	5%	67%

Y4	20%	3%	41%	8%	49%
Y5	20%	7%	57%	16%	73%
Y6	31%	29%	49%	19%	68%

Year group – Pupil Premium	SEN	WTS	ARE	GD	ARE and GD combined
Y3	27%	17%	50%	7%	57%
Y4	29%	29%	35%	6%	41%
Y5	29%	7%	61%	4%	65%
Y6	5%	30%	54%	11%	54%

This data suggests that we have currently not achieved this outcome. It is worth noting, however, that the gap between the cohort ARE percentage and the PP ARE percentage has decreased, and we are confident that this gap will continue to reduce as we persevere with our strategy.

**Actions to improve strategy for 2023 - 2024:**

- Use targeted teaching strategies (funded on the PP Strategy) to pinpoint specific area of need – Lexplore; Simple View of Reading; Targeted Reading.
- Ensure Lexplore is being utilized to the full extent, including at home.
- Target interventions, with the impact monitored.

Intended outcome	Success criteria
<b>(At the end of the three years of this strategy)</b>	
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>pupils able to self-regulate their emotions</p>
<ul style="list-style-type: none"> <li>• Our school has invested into quality PSHE CPD, led by the PSHE lead (expenditure – CPD). We boast a thorough PSHE curriculum that not only meets the demands of the NC but also is tailored to our setting.</li> <li>• Our new pastoral officer works with targeted children of an afternoon, having completed an abundance of training (expenditure – wider strategies), including 'Think Yourself Great' and emotional literacy.</li> <li>• Pastoral support also works closely with targeted children to help the children regulate their own emotions, with pastoral working additional hours (expenditure – wider strategies).</li> <li>• Our free breakfast club also benefits our disadvantaged children, where we offer a 7.45am start with free breakfast and provision (expenditure – wider strategies).</li> <li>• A pupil survey revealed that 89.1% of children know that there is an adult they can talk to in school/ 92.2% of children believe that they are encouraged to look after my health / 95.3% believe that everyone is treated equally.</li> </ul>	
<p><b>Actions to improve strategy for 2023 - 2024:</b></p> <ul style="list-style-type: none"> <li>• Conduct Pupil Premium surgeries to ascertain barriers to children's emotional and academic success and work on eradicating barriers.</li> <li>• Use targeted strategies (funded on PP strategy) to help specific children with their well-being and emotional literacy.</li> <li>• Encourage Pupil Premium children to attend after school curriculum clubs.</li> </ul>	

Intended outcome			Success criteria		
(At the end of the three years of this strategy)					
Progress in reading			Achieve national average progress score in KS2 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	
Progress score for 2022 / 2023 – in process. <b>The National Average progress score has not yet been released.</b>					
<b>Actions to improve strategy for 2023 - 2024:</b>					
<ul style="list-style-type: none"><li>• Staff CPD from English Lead in staff meetings and INSET.</li><li>• Simple View of Reading to ascertain specific barriers so that the barriers are eradicated and the children make progress.</li><li>• Lexplore to be used to tailor interventions.</li><li>• Continue to work with Maddy Barnes, our English consultant.</li></ul>					

Intended outcome	Success criteria
(At the end of the three years of this strategy)	
Progress in mathematics	Achieve national average progress score in KS2 mathematics
<p>2021 / 2022 – 44% age related, 4% GD, with 48% combined.</p> <p>2022 / 2023 – 50% age related, 6% GD, with 56% combined.</p> <p>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.</p> <p>Progress score for 2022 / 2023 – in process.</p> <p><b>The National Average progress score has not yet been released.</b></p>	

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

**Actions to improve strategy for 2023 – 2024:**

- Continue to work closely with Sarah Martin, our maths consultant.
- To engage in staff meetings and training.
- Continue with Mastering Number and Rekenrek

Intended outcome	Success criteria
<b>(At the end of the three years of this strategy)</b>	
PP children to enjoy wide range of enrichment	Attendance registers reviewed to ensure PP children are in.

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. We map out our cultural capital opportunities within our website.

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).

**Actions to improve strategy for 2023 – 2024:**

- Continue with educational visit/workshops, one per term.
- Encourage pupil premium children to attend after school curriculum clubs and monitor attendance.
- Specific children to be working with pastoral to develop emotional and academic success.