



Springwell Park

Pupil Premium Strategy

2024 – 2027

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	435
Proportion (%) of pupil premium eligible pupils	215 / 435 - 49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027
Statement authorised by	T.Webley
Pupil premium lead	Tom Hanlon
Governor / Trustee lead	Sue Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298, 730
Recovery premium funding allocation this academic year	0
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	£298, 730

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 our Early Years Foundation Stage performing well below their developmental age and stage across all areas. This is evidenced by the outcome of the DfE Reception Baseline Assessment and internal baselines.
2.	Attendance for our pupils is not in line with national, and persistent absence is above national data for Pupil Premium children.
3.	Assessments and data demonstrate that reading attainment of Pupil Premium children is lower than non-PP children across school.
4.	We have identified social and emotional issues for many pupils, notably due to a lack of enrichment and cultural capital opportunities. Limited life experiences impact on our children's well-being, 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)	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance trends will improve, including persistent absentees.
To achieve improved Early Reading progress and attainment.	An improved phonics pass rate, closer to national average in Y1 and Y2. Less of a gap between non-pp and PP children.
To achieve improved reading attainment among disadvantage pupils.	Attainment with reading for Pupil Premium children will improve.

To achieve progress in in reading.	Progress in reading will improve, proven by percentage of children achieving national average in progress scores in KS2 reading.
To achieve progress in mathematics.	Progress in mathematics will improve, proven by percentage of children achieving national average in progress scores in KS2 mathematics.
To achieve accelerated progress in our Early Years, with an increased GLD percentage.	Progress from the starting point and ending point will be substantial. More children will achieve the GLD.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	There will be 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 will be able to self-regulate their emotions.
Pupil Premium children to enjoy the wide range of enrichment activities we have to offer.	A higher percentage of Pupil Premium children will attend our wide range of enrichment offer, proven by attendance registers.

Activity in this academic year

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above:

Teaching (for example, CPD, Recruitment and Retention)

Budget cost: £162,000

Activity	Evidence that supports this approach	Challenge number addressed
To ensure that all staff have received certified RWI training to deliver the phonics scheme effectively, demonstrating confidence and fidelity.	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 that all staff receive quality reading training and support in order to help the children's attainment and progress in reading improve.	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	1, 3, 4
To ensure EYFS	WELCOM is an evidence-based oral language intervention	1, 4

staff have received training on WELCOM and are able to deliver the program effectively.	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. https://www.gl-assessment.co.uk/	
Additional teacher in Y6 to provide small class sizes for Maths/English and intervention in the PM.	We have set the children by attainment groups in Maths to provide targeted support to pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping Smaller group sizes allow the teachers to provide more personalised feedback to help children achieve the objective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3, 4
Curriculum consultants booked to work with subject leads to ensure staff are well equipped to support staff – this includes Phonics, Reading, Writing, and Maths.	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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	3
Class Teaching assistants.	TAs are used to add value to what teachers do in class and to deliver high quality one-to-one and small group support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 4

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

Budget cost: £84,000

Activity	Evidence that supports this approach	Challenge number addressed	Academic year – 2025 to 2026
Targeted children have Lexia licenses to support their reading progression.	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. https://www.lexialearning.com/user_area/content_media/raw/ResearchBriefUsingLexiaCore5ReadingtoAddressLearningLossandAccelerateLearning.pdf	3, 4	After reviewing impact over cost, we no longer partake in Lexia.
Lexplore used as a diagnostic tool to provide	Using the Lexplore diagnostic tool, TA's will provide targeted reading support for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-	3, 4	

particular areas to work on in order to increase progress and attainment.	comprehension-strategies		
WELCOM Speech and Language intervention used in the EYFS to improve the children's progress and attainment.	Targeted support for children with significant language difficulties in Reception. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4	
Teaching Assistants to lead Fast Track Tutoring	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	1, 3, 4	
Teaching Assistants used daily for reading interventions.	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	1, 3, 4	

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

Budget cost: £48,730

Activity	Evidence that supports this approach	Challenge number addressed
Additional Pastoral Officer appointed to support with attendance and safeguarding.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 4
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	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4
Free curriculum afterschool clubs to increase enrichment and cultural capital.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

	learning	
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	2, 4
We provide free educational visits and workshops for all children to increase cultural capital and enrichment.	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	4

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 last academic year – 2024 – 2025

Total PP Budget £298,730		Impact Review
Teaching – CPD; Recruitment and Retention - £162,000		Impact Review
Activity	Intended outcome	Impact Review
<ul style="list-style-type: none"> Accredited and certified RWI training to ensure our children become successful early readers. Quality reading CPD training for English Leads and all staff (including Tas) 	<ul style="list-style-type: none"> An improved phonics pass rate, closer to national average in Y1 and Y2. Less of a gap between non-pp and PP children. Attainment with reading for Pupil Premium children will improve. To achieve progress in reading. 	<ul style="list-style-type: none"> We have full access to the RWI Portal and to Oxford Owl – this provides our staff with certified training and resources. We have access to certified RWI Development Days with a consultant, where she observes phonics groups and delivers model lessons and targeted training. We have purchased a certified RWI Training Day for November of next academic year. Our English Leads have attended writing moderation clusters with local primary schools. Our English Consultant has been in to provide CPD to staff and English Leads. <p>Impact</p> <ul style="list-style-type: none"> We achieved a 70% pass-rate in phonics for our Y1 cohort this year. In terms of progress, when this cohort were in reception, 43% were well-below in reading, with a further 42% below. When they first started reception, only 33% were predicted to have passed. 92% of children progress in phonics groups between Summer 1 and Summer 2.
<ul style="list-style-type: none"> Ensure EYFS staff receive appropriate speech and language training. 	<ul style="list-style-type: none"> Progress from starting point and ending point will be substantial and more children will achieve the GLD. 	<ul style="list-style-type: none"> Staff received WELCOM training and the time to deliver the baseline assessments on the children. Targeted children receive WELCOM intervention. Our nursery teacher attended a Cluster Moderation event on WELCOM. <p>Impact</p> <ul style="list-style-type: none"> EYFS staff and EYFS Lead have stated that they find this programme a lot more useful and beneficial than our former programme, NELI. Progress is clearer and children are more engaged. <p>Quantitative impact:</p> <p>Reception</p>

		<ul style="list-style-type: none"> 20 children started the year accessing WELCOM due to the baseline showing that they needed it. 15 children are currently receiving it, with 5 children having been assessed as no longer needing the programme. Of the 15 children still accessing it, all 15 have made progress and have moved up at least one section (100% progress). This was during the last assessment in Spring. We are due to reassess in Summer. <p>Nursery</p> <ul style="list-style-type: none"> 10 children receive WELCOM in nursery. 2 children have been discharged from the programme due to progress. 100% of children have made progress and moved up at least a section. 4 children have moved up multiple categories.
<ul style="list-style-type: none"> Additional teacher in Y6 to provide targeted support to increase attainment in reading, writing and maths. 	<ul style="list-style-type: none"> Progress in reading will improve, proven by percentage of children achieving national average in progress scores in reading. Progress in maths will improve, proven by percentage of children achieving national average in progress scores in maths. 	<ul style="list-style-type: none"> We have an additional teacher in Y6 – the two class teachers plus a third teacher. The third teacher provides targeted support to certain groups of children to help with attainment and progress. Having three teachers means that they are able to set/group in Y6 in core subjects. This also helps with progress and attainment. <p>Impact</p> <p><u>Lexplore</u>: The first 4 columns represent our school's internal reading data across four academic years. The final column shows national distribution for comparison</p> <p>The table shows:</p> <ul style="list-style-type: none"> Lowest attainment is around early 20% across the four years. Middle attainment increases from 60% to 67% from last year to this year. Highest attainment stayed at 12%

		<table border="1"> <thead> <tr> <th>YEAR 6 DATA</th> <th>Expected</th> <th>Above expected</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>93%</td> <td>7%</td> </tr> <tr> <td>Maths</td> <td>93%</td> <td>7%</td> </tr> </tbody> </table>	YEAR 6 DATA	Expected	Above expected	Reading	53%	43%	Writing	93%	7%	Maths	93%	7%
YEAR 6 DATA	Expected	Above expected												
Reading	53%	43%												
Writing	93%	7%												
Maths	93%	7%												
<ul style="list-style-type: none"> Curriculum consultants booked to work with subject leads to ensure staff are well equipped to support staff – this includes phonics, reading, writing, and maths. 	<ul style="list-style-type: none"> An improved phonics pass rate, closer to national average in Y1 and Y2. Less of a gap between non-pp and PP children. Attainment with reading for Pupil Premium 	<p>Maths</p> <p>Sarah Martin, our Maths consultant, has been in school this year in November, January, March, and June. The agenda for her visits were planned by our maths lead, Keith Lord. They focused around the following:</p> <ul style="list-style-type: none"> Further supporting pupils with the transition from EYFS to KS1 with a particular focus on those who are not meeting (or not expected to meet) the GLD targets prior to moving up. Further developing pupils multiplicative reasoning and fluency in KS1 and KS2. <p>The visits included monitoring (book-looks and environment walks) and training (mastering number and counting sticks).</p> <p>Impact:</p> <ul style="list-style-type: none"> Monitoring of lessons indicated strengths and further areas for development. 												

	<p>children will improve. To achieve progress in reading.</p> <ul style="list-style-type: none"> Progress in reading will improve, proven by percentage of children achieving national average in progress scores in reading. Progress in maths will improve, proven by percentage of children achieving national average in progress scores in maths. 	<ul style="list-style-type: none"> Additional training and guidance were given to EYFS staff following initial observations. Staff acted on feedback and training and teacher input was noticeably stronger and continuous provision was more purposeful, impactful and more closely linked to current learning, giving pupils more opportunities to consolidate learning. Additional training has been identified and scheduled for the EYFS team for the 2025/26 academic year to further enhance teacher practice. <p>Quantitative impact:</p> <ul style="list-style-type: none"> The table below shows the attainment percentages for both EYFS mathematical areas, as well as the percentage of children making expected and above expected progress. <table border="1" data-bbox="491 421 1058 584"> <thead> <tr> <th>EYFS Area</th> <th>Attainment</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>55%</td> <td>43% expected progress and 54% above expected.</td> </tr> <tr> <td>Numerical Patterns</td> <td>54%</td> <td>43% expected progress and 54% above expected.</td> </tr> </tbody> </table> <table border="1" data-bbox="491 622 826 667"> <tr> <td>Children who achieved GLD</td> <td>44%</td> </tr> </table> <p>Impact:</p> <ul style="list-style-type: none"> Staff were observed in their delivery of <u>multiplication based</u> sessions. Strengths and areas for development were identified. Staff received training in a variety of different methods of developing multiplicative reasoning (counting sticks, Mastering Number, Times Tables Rock Stars) During a second round of monitoring visits, staff had successfully implemented the training and pupil engagement and discussions were richer and deeper. Pupils are beginning to display a more secure understanding of times tables through enhanced use of the mathematical language surrounding multiplication. <p>Quantitative Impact:</p> <ul style="list-style-type: none"> 57% of pupils in Y4 achieved 25/25 in the MTC (a significant increase from last year) 57% of PP children in Y4 achieved a <u>score</u> of 25/25 in the MTC 	EYFS Area	Attainment	Progress	Number	55%	43% expected progress and 54% above expected.	Numerical Patterns	54%	43% expected progress and 54% above expected.	Children who achieved GLD	44%
EYFS Area	Attainment	Progress											
Number	55%	43% expected progress and 54% above expected.											
Numerical Patterns	54%	43% expected progress and 54% above expected.											
Children who achieved GLD	44%												

		<ul style="list-style-type: none"> 74% of Y4 pupils achieved a score of 23, 24 or 25/25 <p>English</p> <p>Maddy Barnes, our English consultant, has been in school this year in March and July. Maddy's visits were planned by the English Lead(s) and were all focused around our SDP objective:</p> <ul style="list-style-type: none"> Improve writing across school (including by developing a consistent approach to handwriting). <p>The visits included Maddy delivering a model writing lesson to staff, as well as a review of our KS1 writing provision, ahead of next academic year. Tom Hanlon conducted the monitoring of lessons himself.</p> <p>Impact:</p> <ul style="list-style-type: none"> Monitoring of lessons highlighted areas to improve in a small minority of teacher's practice. TH delivered feedback to these staff members and planned a sequence of learning with them collaboratively – this was then followed up again to ensure it was embedded. Following a lesson observation, TH team taught with a staff member to show how feedback can be put into practice. Our KS1 writing curriculum was reviewed against a report titled Foundations in the First Years of School. Work with Maddy enabled us to ascertain what can be removed from our curriculum to ensure our children are secure with the basics before transitioning to Y3. <p>Quantitative impact:</p> <ul style="list-style-type: none"> The table below shows the expected and above expected progress in writing for children throughout the school. <table border="1" data-bbox="491 1688 1297 1771"> <thead> <tr> <th>PROGRESS</th> <th>Expected</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>79%</td> <td>13%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The table below shows the expected and above expected progress in writing for Pupil Premium children throughout the school. <table border="1" data-bbox="491 1845 1297 1928"> <thead> <tr> <th>Pupil Premium PROGRESS</th> <th>Expected</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>85%</td> <td>11%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In relation to attainment of PP children, the attainment is steadily increasing between data drops. In Autumn, 39% PP were expected in writing. This rose to 39% in Spring. We are yet to have our <u>Summer</u> data drop. <p>Phonics</p>	PROGRESS	Expected	Above Expected	Writing	79%	13%	Pupil Premium PROGRESS	Expected	Above Expected	Writing	85%	11%
PROGRESS	Expected	Above Expected												
Writing	79%	13%												
Pupil Premium PROGRESS	Expected	Above Expected												
Writing	85%	11%												

		<p>Tracy Foster, our RWI Consultant, visited school in June. Tracy observed phonics groups and provided feedback, as well as delivered model lessons to staff and offered targeted support.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Reading Teachers were able to receive feedback to ensure their practice improves and they show full fidelity to the programme. • Reading teachers were able to not only receive feedback, but also see it being put into practice during model lessons. • Additional training was provided in relation to fast-track tutoring and assessments. <p>Quantitative impact:</p> <table border="1" data-bbox="464 405 1369 672"> <thead> <tr> <th colspan="8">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>Attendance</th> </tr> </thead> <tbody> <tr> <td>Context</td> <td>60</td> <td>29</td> <td>31</td> <td>36</td> <td>24</td> <td>9</td> <td rowspan="2">92.52%</td> </tr> <tr> <td>% passed Summer</td> <td>70%</td> <td>59%</td> <td>80%</td> <td>58%</td> <td>83%</td> <td>22%</td> </tr> </tbody> </table> <p>• We achieved a 70% pass-rate in phonics for our Y1 cohort this year. In terms of progress, when this cohort were in reception, 43% were well-below in reading, with a further 42% below. When they first started reception, only 33% were predicted to have passed.</p> <p>• 92% of children progress in phonics groups between Summer 1 and Summer 2.</p>	Year 1 - Overall									All	Boys	Girls	PP	Non-PP	SEN	Attendance	Context	60	29	31	36	24	9	92.52%	% passed Summer	70%	59%	80%	58%	83%	22%
Year 1 - Overall																																	
	All	Boys	Girls	PP	Non-PP	SEN	Attendance																										
Context	60	29	31	36	24	9	92.52%																										
% passed Summer	70%	59%	80%	58%	83%	22%																											

Externally Provided Programmes

Programme	Provider
Lexplore	Lexplore Reading Analytics
Lexia	Lexia Core5
Read, Write Inc	Read Write Inc
Oxford Reading Owl	Oxford University Press