



Pupil Premium Strategy Statement – Springwood Infant School 2023-24 to 2025-26

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 Infant School
Number of pupils in school	September 2023
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	Annually (however the PP Action plan will be updated termly) Updates to be provided at FGB.
Statement authorised by	FGB
Pupil premium lead	Jo Livingstone
Governor / Trustee lead	Robin Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,920.00
Recovery premium funding allocation this academic year	£1,993.75.00
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	£85,913.75

funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Springwood, our core values are:

- Staying Safe
- Treating Each Other as you Wish to be Treated
- Trying Your Best and Being Proud

Therefore, we aim to develop responsible, self-regulated and self-motivated children.

Children in Springwood rapidly develop a love of learning and are aspirational. Therefore, our aim is to use the pupil premium funding to ensure that all disadvantaged children progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. Thus sustaining positive outcomes.

Although Springwood's strategy is focussed on the needs of disadvantaged children, it will benefit all pupils in our school where funding is spent on whole school approaches. These approaches include:

- Quality Teaching First
- Differentiation and variation according to individual's needs to ensure there is improved progress alongside their peers
- Opportunities that enable off track/not making expected progress children to close gaps in skills and understanding.
- Teachers reshaping learning in the moment so children are enabled to secure skills and make rapid progress.
- The use of Quality Text Drivers for the stimulus for the vast majority of learning journeys for reading and writing
- Long term Curriculum Map and home learning (equipping children with the knowledge and cultural capital they need to succeed in life)
- Embedded use of the Reading for Comprehension Toolkits (also used to support the reading part of the writing learning journey)
- Specific teaching of vocabulary across all subjects (red, amber and green)
- Home learning policy
- Access to books to support the wider curriculum
- Working walls to share the learning journeys and to capture key learning across subjects
- Laptops assigned to families who need support.

This strategy is integral to the School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes</p> <p>Many of our Pupil Premium Children have dual characteristics (e.g. are on the SEND register), so the wider context must be considered.</p> <p>Post Covid has shown a marked increase in the numbers of pupils requiring significant additional support. We need to continue to build capacity in our school to meet the needs of disadvantaged children, ensuring all make good progress from their starting points.</p> <p>Teachers need to consistently support pupils to develop independent skills and precision so that children make rapid progress.</p>
2	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 90-92%. However, this does include children with reduced timetables. The overall figure for disadvantaged pupils for 2022-23 was 90% with reduced timetables, 93.2% without reduced timetables. Therefore, our target was met for 2022-23 which was 93%. Non disadvantaged attendance ranged from 94.3 to 95.5%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress, whether it is social and emotional and/or academic.</p>
3	<p>Empowering parents and carers to support the child's emotional wellbeing within the home and school</p> <p>At Springwood, we recognise that parents looking after their family's wellbeing is very important. Families all need some help from time to time due to life changes or events.</p>
4	<p>Cultural Capital</p> <p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>

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
<p>1. Outcomes Meeting the Needs of all our Pupils</p> <p>To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for Non SEND pupils at least meet the National Average at ARE and Greater Depth</p> <p>Aspirational target over time will be for 100% of Non-SEND pupils to meet ARE. We believe this will be a three year journey</p> <p>To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for targeted SEND pupils meet Age Related Expectations</p> <p>Aspirational target over time will be for 100% of SEND pupils who do not have Cognition and Learning as a Primary Area of Need to meet ARE. We believe this will be a three year journey</p> <p>All children make strong progress from their individual starting points</p>	<p>EYFS TBC</p> <p>By the end of Year 1: In Reading, 81% (26/32) of pupils to meet ARE In Writing, 75% (24/32) of pupils to meet ARE In Maths, 78% (25/32) of pupils to meet ARE</p> <p>By the end of Year 2: In Reading, 100% (34/34) of pupils to meet ARE In Writing, 94% (32/34) of pupils to meet ARE In Maths, 94% (32/34) of pupils to meet ARE</p> <p>EYFS TBC</p> <p>By the end of Year 1: 17% (2/12) of SEND pupils to maintain and meet ARE</p> <p>By the end of Year 2: 42% (8/19) of SEND pupils to maintain and meet ARE</p> <p>Those who can achieve at least a years progress in different domains (evident on SEND Profiles).</p>
<p>2. Attendance Attendance meets national expectations for PP pupils, particularly in light of current National challenges</p>	<p>Disadvantaged children's attendance is 95%+ by the end of 2024-25 and sustained from 2025-26. Therefore steps to success: 94%+ by 2023-24 95%+ by 2024-25 95%+ sustained from 2025-26</p> <p>In cases where attendance is below the national average (or target for the academic year), the school can evidence gains for those children.</p> <p><i>Note -The Attendance Action Plan details specific actions and further Success</i></p>

	<i>Criteria</i>
3. Empowering parents and carers to support the child's emotional wellbeing within the home and school	-'Back to Basics' principals beginning to be applied by parents, e.g. * Healthy Eating * Sleep * Exercise * Good routines * Look after yourselves and your child's wellbeing -Behavioural incidents reduce for disadvantaged pupils
4. Cultural Capital Disadvantaged pupils are given more opportunities to attend school trips, residential and after school clubs	-Whole school curriculum identifies experiences for children -PP funding supports families to access wider experiences -Pupil conferencing evidences opportunities given

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: £30,000 (approx.)

Activity (Area of Focus in line with the SIP)	Evidence that supports this approach	Challenge number(s) addressed
Developing High Quality Teaching: -English and Maths leaders attend termly core provision for their subjects and disseminate the training for all staff through PDMS, phase team meetings, INSET days as well as TA training - Attendance at the County's Big District Inclusion Project (EHT, DHTs, AHT and Teachers) -The Assistant Headteacher and Deputy Headteacher to use ongoing CPD to coach and monitor ECTs and teachers so that teacher's use metacognitive strategies to enable children to plan, monitor and evaluate their learning - Additional training for	EEF Documentation consulted: -Metacognition and self-regulated learning -Pupil Premium Guide Putting Evidence to Work – A School's Guided to Implementation Education Endowment Foundation (EEF) recommends high quality CPD to ensure teachers are highly skilled so that teachers' use AfL, formative assessment and knowledge of the pupils' learning to shape planned learning opportunities and task design so that misconceptions are addressed in a timely manner and pupils make strong progress. EEF - Metacognition and self-regulated learning The Inclusive Classroom by Daniel Sobel and Sara Alston Reaching the Unseen Children – Jean Gross	1 1

all staff across all roles to support 'Meeting the Needs of our most Vulnerable Pupils') -Revisit 2023-24, 2024-25 (Recruitment will be a priority)		
Termly pupil progress meetings focus on pupil premium children to enable teachers to review progress and provision and make adaptations to meet individual needs	Data analysis, including capturing of finer points of progress, will ensure that teaching is targeted to close gaps in learning	1
Termly use of Year 1 Phonics Decoding Check and End of Year 2 tests for Year 2 to be used as an additional tool to identify gaps in learning	EEF Maximising Learning document supports diagnostic assessment to ensure misconceptions are addressed and gaps are closed	1
Continue to embed the phonics teaching of Essential Letters and Sounds (ELS) from EYFS to Year 2 to develop early reading and spelling	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £30,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing High Quality Teaching: INSET Days x 4 – Reading, Writing and Maths.</p> <p>Big District Inclusion Project (three groups, headteachers, SENCO and teachers)</p>	<p>EEF Documentation consulted: -Metacognition and self-regulated learning -Pupil Premium Guide Putting Evidence to Work – A School’s Guided to Implementation</p> <p>EEF’s ‘Effective Professional Development’</p>	<p>1</p>
<p>PPRs identify ‘at risk children’. Quality First Teaching:</p> <ul style="list-style-type: none"> • 1:1 word reading • Targeted reading, writing and maths support from pupil progress reviews • Social skills (lunch time) • Targeted Phonics • Fine and gross motor control • Handwriting and spelling • Maths (areas specific to gaps) • SATs Companion • Oxford Reading Buddy/Owls <p>Cluster Moderation events at local schools</p>	<p>EEF states that “where TAs are working individually/or in small groups with low attaining pupils, the focus should be on retaining access to high quality teaching, for example by delivering brief, but intensive, structured interventions”. PPRs identify how the interventions are to be used and the frequency of the intervention in order for the children to make accelerated progress.</p>	<p>1</p>

to agree judgements Standardisation moderation events for Year 2 to agree judgements		
Regular supplementary reading for children identified as the lowest 20% of readers	EEF identify reading and discussing books to support and improve literacy skills	1
Personalised Speech and Language interventions for those children whose language skills are not on track	EEF research highlights the importance of good language skills in order to support learning.	1

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

Budgeted cost: £15,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF Documentation consulted: -Metacognition and self-regulated learning -Pupil Premium Guide Putting Evidence to Work – A School's Guided to Implementation	
<p>Arbor and Attendance Officer with EHT to rigorously implement Attendance and Punctuality Action Plan and offer support to pupil premium pupils at risk of meeting targets: 94%+ by 2023-24 95%+ by 2024-25</p> <p>Interventions/Activities include:</p> <ul style="list-style-type: none"> Attendance letter detailing actions which will take 	<p>The Department for Education (DfE) recommendations include "Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through the use of pupil premium funding) to create, build and maintain systems and performance".</p>	2

<p>place so that all parents are clear</p> <ul style="list-style-type: none"> • Breakfast via Activ8 • Daily telephone calls for pupils not in attendance. • Home visits to check on welfare if contact cannot be made for two days (in line with Attendance Policy) • Cluster Attendance Leaflet • Friendly phone call • Challenging phone call • Text Messages • Meetings • Letters • Home collections • Home Visits • Support with routines at home and resources • Child and parent agreements • Reward Systems • Referral Level 2 FSS • School Nurse referral • Children Services Referral • Referral to LICO • Reduced timetable/ alterations to school timings • Assigned Family Key Worker • Funding Taxis <p>Assemblies and Facebook also used to promote good attendance</p>		
<p>Families and pupils supported through:</p> <ul style="list-style-type: none"> • Preloved uniform • Signposting food banks, local support re energy 	<p>There is evidence from the EEF that supporting children's social and emotional skills, will result in improved outcomes, e.g. progress and attainment, behaviour and friendships with peers.</p>	<p>3</p>

<p>prices, etc</p> <ul style="list-style-type: none"> • Emotional Literacy Support Assistant (ELSA) programme to support well-being • Nurture/Sharing and turn taking groups with targeted pupils • Support with lunch times with lunch skills and social skills. • Balanced diet promoted through PE, DT and lunchtime expectations • Guided exercise timetabled three times a week 		
Children whose parents cannot afford to pay for school trips, afterschool clubs and residential will have their places paid for	All children including those from disadvantaged backgrounds, deserve a well-rounded and broad curriculum with plenty of opportunities.	4

Total budgeted cost: £85,913.75

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.

Outcomes:

Attainment in reading, writing, mathematics and the wider curriculum at least meet the National Average at ARE and Greater Depth.

All children make strong progress from their individual starting points.

2023 End of Year Results

EYFS

	GLD	National
All	45%	67%
PP	31%	
Non PP	54%	
PP (non SEND)	38%	
Non PP (Non SEND)	68%	

Highlighted Green if groups are performing 5% better or more than ALL pupils

Year One

Phonics – All 81%, National 79%

PP 89% (16/18)	Non PP 92% (24/26)
PP (Non SEND) 92% (12/13)	Non PP (Non SEND) 95% (20/21)
SEND 56% (10/18)	Non SEND 94% (32/34)

Key Stage Progress (EYFS to KS1) 2022-23		KS Progress in <u>reading</u> since EYFS		
		Below	ARE	Greater Depth
Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All (End of EYFS)	31% (16/52)	69% (36/52) 68% (36/53)	19% (10/52)
	PP	46% (11/24)	54% (13/24)	8% (2/24)
	Non SEND PP	8% (1/12)	92% (11/12)	8% (1/12)
	Non PP	18% (5/28)	82% (23/28)	29% (8/28)
	Non PP (Non SEND)	0	100% (23/23)	30% (7/23)
	SEND	72% (13/18)	28% (5/18)	11% (2/18)
	Non SEND	9% (3/34)	91% (31/34)	24% (8/34)

Key Stage Progress (EYFS to KS1) 2022-23		KS Progress in <u>writing</u> since EYFS		
		Below	ARE	Greater Depth
Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All (End of EYFS)	40% (21/52)	60% (31/52) 66% (35/53)	6% (3/52)
	PP	54% (13/24)	46% (11/24)	0
	Non SEND PP	8% (1/12)	92% (11/12)	0
	Non PP	29% (8/28)	71% (20/28)	11% (3/28)
	Non PP (Non SEND)	13% (3/23)	87% (20/23)	13% (3/23)
	SEND	83% (15/18)	17% (3/18)	0
	Non SEND	18% (6/34)	82% (28/34)	9% (3/34)

Key Stage Progress (EYFS to KS1) 2022-23		KS Progress in <u>maths</u> since EYFS		
		Below	ARE	Greater Depth
Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All (End of EYFS)	27% (14/52)	73% (38/52) 87% (46/53)	10% (5/52)
	PP	38% (9/24)	63% (15/24)	0
	Non SEND PP	8% (1/12)	92% (11/12)	0
	Non PP	18% (5/28)	82% (23/28)	18% (5/28)
	Non PP (Non SEND)	9% (2/23)	91% (21/23)	22% (5/23)
	SEND	50% (9/18)	50% (9/18)	0
	Non SEND	15% (5/34)	85% (29/34)	15% (5/34)

Year Two

Key Stage Progress (Year 1 to Year 2) 2022-23		KS Progress in <u>reading</u> since Year 1 National – 60% ARE, 8% Greater Depth		
		Below	ARE	Greater Depth
Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All	50% (30/60)	50% (30/60)	12% (7/60)
	PP	67% (16/24)	33% (8/24)	8% (2/24)
	Non SEND PP	20% (2/10)	80% (8/10)	20% (2/10)
	Non PP	39% (14/36)	61% (22/36)	14% (5/36)
	Non PP (Non SEND)	9% (2/23)	91% (21/23)	21% (5/23)
	SEND	93% (26/28)	7% (2/28)	0% (0/28)
	Non SEND	13% (4/32)	88% (28/32)	22% (7/32)

Key Stage Progress (Year 1 to Year 2) 2022-23		KS Progress in <u>writing</u> since Year 1 National – 60% ARE, 8% Greater Depth		
		Below	ARE	Greater Depth
Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All	53% (32/60)	47% (28/60)	5% (3/60)
	PP	71% (17/24)	29% (7/24)	0% (0/24)
	Non SEND PP	30% (3/10)	70% (7/10)	0% (0/10)
	Non PP	42% (15/36)	58% (21/36)	8% (3/36)
	Non PP (Non SEND)	9% (2/23)	91% (21/23)	13% (3/23)
	SEND	93% (26/28)	7% (2/28)	0% (0/28)
	Non SEND	19% (6/32)	81% (26/32)	9% (3/32)

Key Stage Progress (Year 1 to Year 2) 2022-23		KS Progress in maths since Year 1 National – 70% ARE, 16% Greater Depth		
		Below	ARE	Greater Depth
Totals - Strengths (Highlighted Green if groups are performing 5% better or more than ALL pupils)	All	48% (29/60)	52% (31/60)	12% (7/60)
	PP	67% (16/24)	33% (8/24)	4% (1/24)
	Non SEND PP	20% (2/10)	80% (8/10)	10% (1/10)
	Non PP	36% (13/36)	64% (23/36)	17% (6/36)
	Non PP (Non SEND)	13% (3/23)	87% (20/23)	17% (4/23)
	SEND	86% (24/28)	14% (4/28)	0% (0/28)
	Non SEND	16% (5/32)	84% (27/32)	22% (7/32)

Attendance meets national expectations for PP pupils, particularly in light of current National challenges

Springwood Federation 2022-2023 Attendance Breakdown - %

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants	93.3	93.8	94.2	93.5	93.4	92.9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Juniors	96.1	95.4	95.6	95.6	95.8	95.2

Year

	All		Girls	Boys	PP	Non PP	SEND	NON SEND
EYFS	90.7	94.3	91.0	90.4	86.1	92.5	78.0	96.0
Year 1	92.4	93.6	92.9	91.8	88.2	96.0	94.3	95.4
Year 2	94.9	95.0	96.1	93.8	93.2	96.1	94.3	95.4
Year 3	95.1	95.8	95.4	94.8	93.5	96.5	92.1	96.5
Year 4	95.7		96.1	95.2	94.7	96.1	93.6	96.7
Year 5	94.8	95.8	94.8	94.7	90.5	97.0	93.2	96.0
Year 6	95.3		95.7	94.9	91.5	97.4	94.9	95.6

Infants

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
Autumn 1	93.3	92.8	93.8	90.5	95	90.4	94.1
Autumn 2	93.8	93.5	93.4	90.3	95.4	88.4	95.1
Spring 1	94.2	94.7	93.7	92	95.5	89.9	95.6
Spring 2	93.5	94.4	92.7	91	95.1	88.3	95.3
Summer 1	98.4	94.3	92.6	90.3	95.4	90	95.5
Summer 2	92.9	93.6	92.2	90	94.3	89.4	95
	94.4	94.6	94.2	93.2		93.5	

Juniors

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
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Autumn 1	96.1	96.4	95.9	94.2	97.1	94.4	96.9
Autumn 2	95.4	95.5	95.4	93.9	96.2	94.3	95.9
Spring 1	95.6	95.7	95.5	93.8	96.6	94.5	96.2
Spring 2	95.6	95.9	95.4	93.5	96.8	94.6	96.2
Summer 1	95.8	95.9	95.7	93.3	97	94.7	96.4
Summer 2	95.2	95.5	94.9	92.6	96.8	93.5	96.2
	95.6		95.7	93.7		94.6	

Behavioural incidents decrease for disadvantaged children

Behavioural incidents captured as a whole federation (infants):

Autumn Incidents – 187

Spring Incidents - 164

Summer Incidents – 159

Disadvantaged pupils are given more opportunities to attend school trips, residential and after school clubs

Whole school curriculum identifies experiences for children

[Springwood's Curriculum | Springwood Infant School \(springwoodfederation.co.uk\)](http://springwoodfederation.co.uk)

PP funding has supported families to access wider experiences, such as the historic dockyard, Titanic Museum.

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
SATS Companion	
Oxford Reading Owls/Buddy	
Essential Letters and Sounds	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils from service families are approximately 1-2%. They are captured in the above analysis. However needs are assessed on a case by case basis.
What was the impact of that spending on service pupil premium eligible pupils?	
	Note that Service Pupils are growing

	across the Federation. The funding and provision will be developed on the Pupil Premium Action Plan. Please book an appointment with Mrs Jo Livingstone if you wish to discuss this further.
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Further information (optional)

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