

# Spring Bank Primary School

## Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium and covid recovery 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	Spring Bank Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	40 23%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Amy Houldsworth
Pupil premium lead	Amy Houldsworth
Governor lead	Rachel Muers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,450
Recovery premium funding allocation this academic year	£8,156
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£80,606</b>

# Spring Bank Primary School

## Part A: Pupil Premium Strategy Plan

### Statement of intent

At Spring Bank Primary, our intention is that all pupils, regardless of their background or challenges they face, make good progress and achieve Age Related Expectations across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. When making decisions about using Pupil Premium funding it is important for us to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF shows that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the identification of pupils and the regular analysis of their data, so that they are fully aware of strengths and weaknesses, within their classes and across the school.

#### ***Principles***

- Ensure that teaching and learning opportunities and excellent quality first teaching meet the needs of all pupils
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We will allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals.
- Limited funding and resources mean that, not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### ***Ultimate Objectives***

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and nationally.
- For all disadvantaged pupils in school, we aim for them to make good progress from different starting points. So that as many as possible reach ARE at the end of Y6. Then to prosper at high school in the future.
- To provide aspirational activities and life experiences for all children to prepare them for the next and future stages in their lives.
- To encourage strong mind set and resilience in all children, so that they strive for self-improvement and success more intrinsically, as they mature through their school life.

#### ***Achieving the objectives***

The range of provision for consideration:

- To provide small group work with an experienced teacher/HLTA or TA focussed on overcoming gaps in learning

## Spring Bank Primary School

- 1-1 support where needed
- Pupil premium funding will be aimed at accelerating progress, ensuring that PP children make good progress from their starting points
- Transition from primary to secondary and transition internally and into EYFS.
- Subsidise activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning.
- Support the funding of specialist learning software.
- Use of school led tuition
- To allow the children to learn a musical instrument through additional music tuition.
- Behaviour and nurture support
- To provide support for families at the point of need.

\*\* This list is not exhaustive and will change according to the needs and support required.

### Challenges

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

Challenge number	Detail of challenge
1	Weak/limited language and communication skills
2	Attainment of pupils in receipt of pupil premium is below that of non-disadvantaged pupils in all year groups in English and Maths.
3	Attendance and punctuality of disadvantaged pupils is below that of non-disadvantaged pupils.
4	Some families do not have the means to pay for wider and extra-curricular experiences.

### 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
Improved attainment for disadvantaged pupils in Reading, Writing and Maths	The gap between disadvantaged and non-disadvantaged pupils is narrowed. Tracking of pupils shows that the gap is narrowing as the children move from year to year, compared to their previous year's attainment.
Progress of disadvantaged pupils is increasing in Reading, Writing and Maths	Children are making rapid progress as shown by targeted interventions, end of term assessments and end of year assessments.

## Spring Bank Primary School

Pupils demonstrate improving language and communication skills from EYFS to KS1 and KS2	Language and communication skills are well developed and disadvantaged pupils have made good progress towards the expected standard at the end of EYFS. This then translates into secure language and communication skills to support their understanding and learning in KS1 and KS2.
Attendance and Punctuality	Attendance of disadvantaged pupils is rapidly improving and percentages of pupils who are persistently absent are reducing. The gap between the attendance of disadvantaged pupil and non-disadvantaged pupils is diminishing.
All pupils have access to a broad range of activities and experiences.	Barriers toward participation in clubs, visits, the school residential and arts and musical opportunities are removed through funding and subsidies.

### Activity in this academic year (2023-2024)

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: £13,200

Activity	Evidence that supports this approach	Challenges addressed
<p>CPD with staff on effective practice to develop children's speaking and listening skills</p> <p>£1,200</p>	<p>Therese O'Sullivan to deliver three staff CPD sessions on effective approaches to develop children's speaking and listening skills.</p> <p>Sally Hall to deliver specific speaking and listening approaches that are effective with EAL pupils.</p> <p>Staff will also have allocated CPD time to share good practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2

## Spring Bank Primary School

<p>CPD on developing active readers.</p> <p>£700</p>	<p>Steve Dawson to deliver three sessions on developing teachers' understanding of reading skills and how they can develop these approaches in whole class reading sessions and guided groups.</p> <p>Staff will have allocated CPD time to share good practice and further develop these approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2</p>
<p>CPD on meeting the needs of children with SEND.</p> <p>£7,500</p>	<p>A number of disadvantaged pupils are on the SEND register so staff CPD will be delivered to ensure that all teachers are confident meeting the needs of children with SEND.</p> <p>Chris Jolly (Lead SENDCo at Owlcoates MAT) will be providing ½ day support each week. This will involve supporting staff to develop provision for SEND children. Chris will also deliver a range of SEND CPD for all staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1,2</p>
<p>Effective CPD for all staff linked to meeting the learning needs of pupils</p>	<p>Assessments and monitoring have identified that further specific interventions are needed to support our pupils and there are associated training needs with these.</p>	<p>2</p>
<p>The creation of detailed curriculum planning focusing on meeting the needs of disadvantaged pupils.</p> <p>£1,300</p>	<p>Key members of staff have subject release time to focus on producing detailed systems for support, scaffolding and modelling for those disadvantaged and those lower attaining children who need additional support.</p>	<p>2</p>
<p>Purchase of standardised diagnostic assessment (NFER) to ensure these assessments inform future provision and to ensure QLA is accurate.</p> <p>£2,000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</a></p>	<p>2</p>

## Spring Bank Primary School

<p>Improve the quality of social and emotional learning in school.</p> <p>Continued training for all staff to focus on children's mental health and wellbeing through the delivery of positive regard approaches.</p> <p>£500</p>	<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, attitudes, behaviour and relationships with peers.</p> <p>Positive regard training to be delivered to all staff. Staff to then have allocated CPD to share good practice and to work with the SENDCos to establish effective approaches for individual children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/</a></p>	1,2

### Targeted academic support (eg. tutoring, 1:1 support, structured interventions)

Budgeted cost: £53,220

Activity	Evidence that supports this approach	Challenges addressed
<p>Additional support staff across school to implement interventions for pupil premium children and those in the 20%.</p> <p>£20,000</p>	<p>Interventions to be carried out during the academic year 2023-2024 include:</p> <ul style="list-style-type: none"> <li>Neli (Reception)</li> <li>No nonsense phonics (Years 1 and 2)</li> <li>Key Stage 1 Mastering Number</li> <li>Project X (Year 3 &amp; 4)</li> </ul> <p>Focussed interventions close the gap between disadvantaged and non-disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1/</a></p>	1,2
<p>Engaging with a tutoring programme to provide small group tuition for identified pupils.</p> <p>£23,850</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective methods to support low attaining pupils or those falling behind behind either 1:1 or in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/</a></p>	1,2
<p>Access to technology and educational resources to</p>	<p>Online resources have been identified as effective ways for children to practise key instant recall facts in maths, reading and phonics. Disadvantaged children who do not</p>	2,4

## Spring Bank Primary School

<p>promote academic progress</p> <p>£370</p>	<p>have access to a device can attend a club at lunchtimes staffed by a teaching assistant.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	
<p>Provision of a qualified speech and language therapist (NHS).</p> <p>£6,000</p>	<p>Targeted support for disadvantaged children who have speech and language delay is provided every two weeks by a qualified SALT. The SALT is able to support staff to deliver quality speech and language intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1, 2
<p>Additional reading materials from Floppy Phonics and Project x to support children who are disadvantaged to read at home.</p> <p>£3,000</p>	<p>Investment in good quality books is essential for phonics teaching in line with EEF research.</p>	1,2

### Wider strategies (eg. related to attendance, behaviour, wellbeing)

Budgeted cost: £35,900

Activity	Evidence that supports this approach	Challenges addressed
<p>All disadvantaged children have the opportunity to learn a Musical instrument.</p> <p>£2,600</p>	<p>Individual PP children can learn to play an instrument through individual teaching sessions provided by Artforms</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</a></p>	4
<p>Subsidised visits and visitors to allow disadvantaged children to access wider opportunities.</p> <p>£3,000</p>	<p>The gap between disadvantaged and non-disadvantaged pupils can only be narrowed by ensuring pupils can only be narrowed by ensuring opportunity for all children. In order for our children to fully engage in the curriculum and make links between learning, they need to have first hand experience and opportunities that may not be provided for at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socioeconomic-disadvantage-and-the-attainment-gap">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socioeconomic-disadvantage-and-the-attainment-gap</a></p>	4

## Spring Bank Primary School

<p>The school has a learning Mentor and admin assistant to improve attendance and punctuality of disadvantaged children as there is a gap between the attendance of disadvantaged and non-disadvantaged pupils. £27,000</p>	<p>The gap between the attendance and punctuality of disadvantaged and non-disadvantaged pupils can be only narrowed with targeted support to address barriers to school attendance.</p>	<p>3</p>
<p>Cluster support for vulnerable families £1,600</p>	<p>The school are a member of the Headingley and Kirkstall cluster. This enables school to refer families for additional support. This includes Family Support Workers, counselling, SEMH support and Early Help meetings.</p> <p>This ensures families are supported and valuable services can be accessed in a timely manner.</p>	<p>3</p>
<p>Funding for extended services provision (Before school Breakfast Club) £1,700</p>	<p>PP children are targeted and offered free attendance at this breakfast club that is run by the learning mentor at school to eat and do some individual reading or have some support with homework if this is also needed.</p>	<p>1,2,3,4</p>

**Total budgeted cost: £102,320**

# Spring Bank Primary School

## 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 2021 to 2022 academic year.

Last academic year there was a clear focus on CPD to develop teaching and learning. Individual support and feedback was a key part of developing effective approaches. A tutor was employed by the school and took place throughout the full academic year. This was focus on disadvantaged children in key stage 2 and had clear impact on the progress these children in reading, writing and maths.

All disadvantaged children had wider opportunities to access the curriculum through a funded residential and funded educational visits removing all barriers to participation. Bursaries were applied for in music so that all disadvantaged children had the opportunity to learn a range of instruments.

Attendance procedures in school were strengthened through a fast-track programme which challenged and supported identified, disadvantaged families. School also used The Headingley Cluster to provide support for vulnerable families which was very effective especially the family support work and the SEMH support.

In 2022 the outcomes for disadvantaged children at the end of key stage two were good. However, despite intensive tuition support and a focus on quality first teaching the outcomes for disadvantaged children declined at the end of key stage 2 in 2023. The mobility of pupils remains a challenge and staff are focused on identifying learning gaps for all children and taking appropriate action.

A key school improvement area is to effectively meet the needs of disadvantaged children and the actions outlined in this strategy will ensure all staff are focused on improving outcomes for disadvantaged children across the school by the end of 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*

Programme	Provider
X Tables Rockstars	TT Rockstars
Spelling shed and maths shed	Ed Shed
Floppy Phonics reading programme	Oxford
No Nonsense Phonics	Phonics International
“Teaching for Mastery”	West Yorkshire Maths Teaching Hub

## Spring Bank Primary School

Mastering Number Programme	West Yorkshire Maths Teaching Hub
Speech and Language therapy	MABLE
Speech and Language Therapist	NHS