

# Pupil premium strategy statement

## Springbank Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	49.13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24- 2025/26
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Adam Lumley
Pupil premium lead	Jack Waller
Governor / Trustee lead	Bill Howard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,050
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£143,050

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to delivering outstanding lessons that engage and challenge all learners. Through continuous professional development, we will equip our teachers with the necessary skills and pedagogical knowledge to meet the diverse needs of our pupils.

We will strategically identify the barriers to learning faced by our disadvantaged pupils and develop tailored intervention programs. These programs will focus on addressing individual needs and promoting rapid progress in core subjects, such as English and Mathematics.

We recognise the importance of a strong partnership between school and parents. We will actively involve parents in their child's education, providing regular communication and activities that promote parental engagement and support at home.

We will work closely with other schools, local authorities and relevant agencies to share effective strategies, resources and expertise, including the use and deployment of an in-school, certified counsellor. This collaborative approach will enhance our ability to meet the individual needs of our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance for children has proved a challenge. Regular school attendance is crucial for academic success and overall personal development. However, for children who receive pupil premium funding, attendance can often present significant challenges. The average attendance for a child receiving pupil premium funding is at 91%, 5% lower than the national expectations of attendance. Persistent absenteeism is a pressing concern among pupil premium recipients with 100% of children who have persistent absences being children who receive pupil premium funding. Persistent absenteeism can lead to gaps in knowledge acquisition and hinder social integration, further exacerbating the disadvantages faced by these children.
2	Disparity in academic achievement highlights the urgent need for effective interventions that can help narrow the attainment gap between pupils who

	<p>receive pupil premium funding compared to those who are not considered to be pupil premium and ensure equal opportunities for all children. Children from disadvantaged backgrounds often face various challenges that can hinder their educational progress. Limited access to resources, lack of educational support at home and higher stress levels can all impact their attainment levels. Internal and external assessment data, including the use of STAR Assessment data has emphasised an attainment gap within core subjects of Maths and Reading between children considered Pupil Premium and those who are not.</p>
3	<p>Observations and professional dialogue with school practitioners emphasises the fact that a larger proportion of Pupil Premium access the school's well-being services as opposed to those who do not receive Pupil premium funding. This engagement the children have with services, including the ability to discuss how they feel with a trained counsellor, emphasises the social and emotional issues that disadvantaged children have. Over 30% of children who are disadvantaged regularly require access to social and emotional support with this rising to almost 40% with Key Stage Two pupils.</p>
4	<p>Phonics data emphasises a clear gap between Pupil Premium children and those who are not. Consequently, a greater percentage of children with Pupil Premium funding receive Phonics interventions opposed to children who do not receive Pupil Premium funding. Proficiency in reading and writing is vital for success across the curriculum, as it underpins learning in subjects such as Mathematics and Science. The inability to decode words efficiently and read with fluency can thus hinder progress in all areas of education, creating a snowball effect as pupils progress into Key Stage Two.</p>
5	<p>Children who are classified as disadvantaged and qualify for Pupil Premium funding have specific Special Educational Needs and Disabilities. There are children throughout the school classified in one or more of the four learning needs which are: Social, Emotional and Mental Health Needs, children with Communication and Interaction needs, Sensory and/or Physical needs and Cognition and Learning needs. Consequently, there exists a variety of specific learning and development needs within the school such as dyslexia and speech and language needs which require specific, tailored interventions to support learning and development. Ensuring appropriate provision for these pupils requires close collaboration between teachers, support staff and external agencies to address the diverse needs of disadvantaged pupils with SEND.</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
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<p><i>Improved Phonics knowledge with letter and sound recognition along with improved oracy skills and development.</i></p>	<ul style="list-style-type: none"> <li>• Phonics screening to be undertaken by the school's Phonics Lead in June 2024.</li> <li>• Daily interventions to be undertaken by two specialist support staff each day, supporting the learning needs of individual children.</li> <li>• Purchase and use of a new phonics scheme, Essential Letters and Sounds.</li> </ul>
<p>Improved Mathematics attainment for disadvantaged pupils at the end of key stage two.</p>	<ul style="list-style-type: none"> <li>• Analysis of Key Stage Two Mathematics data after the Key Stage Two statutory testing in May 2024.</li> <li>• Key Stage Two assessment data to be aligned with national scores and expectations.</li> <li>• Book scrutiny of disadvantaged pupils at different assessment harvests throughout the academic year.</li> </ul>
<p>Improved Reading attainment for disadvantaged pupils at the end of key stage two.</p>	<ul style="list-style-type: none"> <li>• Analysis of Key Stage Two Reading data after the Key Stage Two statutory testing in May 2024.</li> <li>• Key Stage Two assessment data to be aligned with national scores and expectations.</li> <li>• Book scrutiny of disadvantaged pupils at different assessment harvests throughout the academic year.</li> </ul>
<p>To achieve and maintain improved attendance of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attend meetings and panels undertaken by the school's Attendance Lead on a multi-time basis throughout the academic year.</li> <li>• Targeted children identified and worked with to support needs and attitudes to school.</li> <li>• Disadvantaged children to possess improved attendance data from information obtained from Spring Term 2024.</li> </ul>

## 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: £71,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading to continue to be a key priority for the academic year of 2023-2024 to embed ideas from the School Improvement plan.</p> <ul style="list-style-type: none"> <li>• Whole-school Reading approaches to be embedded within each year group.</li> <li>• Robust tracking systems including for children who are at the pre-key stage standard are now in place to identify support needed swiftly and effectively.</li> <li>• Reading focus for disadvantaged pupils not currently expected to achieve their age-related expectations in place.</li> </ul>	<p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.</p> <p>Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p>	<p><u>2, 4, 5</u></p>
<p><i>English and Writing</i></p> <ul style="list-style-type: none"> <li>• <b>To embed, monitor and adjust the school's new sequence of writing across the school to generate consistency within teaching and learning.</b></li> </ul>	<p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)</p>	<p><u>2, 4, 5</u></p>
<p><i>Maths</i></p> <ul style="list-style-type: none"> <li>• To embed the use of White Rose Maths within daily teaching and learning to provide mastery and challenge for children within their learning.</li> <li>• Utilisation of assessment and tracking data such as STAR assessments to</li> </ul>	<p>High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium)</p>	<p><u>2, 5</u></p>

provide analysis of children's understanding and outline intervention and support required.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £45,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Establishment of targeted, small groups for intervention of phonetic skills including the fluency of reading and segmenting and blending of sounds.</b>	<p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics)</p>	<u>2, 4, 5</u>
<b>Establishment of targeted, small groups for Upper Key Stage Two children within Mathematics to build fluency and confidence.</b>	<p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	<u>2</u>
<b>Continuing of the use of an additional teacher within Upper Key Stage Two to</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	<u>2</u>

<b>support the learning needs of the children.</b>	One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	
<b>Effective and considered deployment of teaching staff and support staff to support the learning and development of identified children and year groups. Support staff timetables re-evaluated to deliver important provision for children such as outdoor opportunities.</b>	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a>  'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	<b><u>2, 5</u></b>

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

Budgeted cost: £25,749

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Support and access to the school's Designated Safeguarding Lead/Trained Counsellor who can offer and provide support to individuals.</b>	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a>  Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Teaching and Learning Toolkit – Social and Emotional Learning)	<b><u>3, 5</u></b>
<b>Attendance meetings undertaken by the</b>	EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states	<b><u>1</u></b>

<p><b>schools Attendance Lead to support children with difficulties in maintaining positive attendance at school.</b></p>	<p>social and emotional strategies have a +4 month impact on disadvantaged pupils</p> <p>2022 guidance from the DfE states that ‘As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them... Schools should then devise specific strategies to address areas of poor attendance identified through data. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	
<p><b>Utilisation of external training programme aimed at supporting positive aspects of mental health and well-being.</b></p>	<p>Findings from the EEF toolkit state that social emotional interventions can add an additional four months’ progress over the course of the year. Social emotional interventions in education are shown to likely support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional regulation, both of which may subsequently increase academic attainment.</p>	<p><b><u>3</u></b></p>

**Total budgeted cost: £143,050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	12	7411	468533
Progress score in reading (confidence interval)	-3.0 (-6.5 to 0.6)	0.3	0.4
Progress score in writing (confidence interval)	-1.8 (-5.2 to 1.6)	0.6	0.4
Progress score in maths (confidence interval)	-4.6 (-7.9 to -1.2)	0.6	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	50%	67%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	9%	10%
Average score in reading	104	106	106
Average score in maths	99	105	105

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Further information (optional)

Our strategy for the pupil premium funding will receive additional support through activities that are not covered by the pupil premium or recovery premium funding. This includes:

- We will seek to provide a diverse selection of high-quality extracurricular activities aimed at enhancing behaviour, wellbeing, attendance and developing achievable aspirations. We will support, encourage and assist disadvantaged students to take part. An assessment of data will be conducted to establish the level of participation of disadvantaged children in these extracurricular opportunities.