

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Springbank Academy |
| Number of pupils in school | 232 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Julie Vaccari Headteacher |
| Pupil premium lead | Adam Lumley Assistant Headteacher Julie Vaccari Headteacher |
| Governor / Trustee lead | Bill Howard |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £130,395 |
| Recovery premium funding allocation this academic year | £13,195 |
| 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 | £143,590 |

Part A: Pupil premium strategy plan

Statement of intent

Funding for Pupil Premium (PP) pupils is targeted well. Additional teaching hours allow for specialist tuition and small group teaching and teaching assistants have been trained to provide help in individual subjects. Consequently, all pupils who receive extra help are doing very well in reading, writing and numeracy.

SPRINGBANK OFSTED FINDINGS June 2014

Due to the effect of the global COVID-19 pandemic and subsequent national lockdown, the vision and rationale for our PP improvement choices this year are the biggest strategic cogs behind the whole school recovery programme.

Three significant pieces of research continue to steer and influence our PP improvement choices this year. A PP school DfE winner case study, the NFER seven building blocks of success and the EEF's 'A school's guide to implementation' evidence-informed school improvement'. Springbank school continues to be at the embedded stage for success. Importantly, this improvement drive continues to be a 'Working to reduce staff workload' improvement plan.

We remain unerring in:

Having a whole school ethos of high attainment for *all* pupils. Addressing behaviour, conduct and attendance. Meeting individual learning needs. Seeing pupils as individuals, each with their own challenges, needs, talents and interests. Undertaking progress reviews of day-to-day quality teaching. We know that the difference between a good teacher and bad teacher is a whole year's learning. Therefore, we deploy staff effectively to their strengths and expertise. We give swift support where needed and secure clear, responsive leadership with leaders who are willing to do *whatever* it takes to help each individual pupil succeed. (NFER 7 building blocks for success)

Our current leadership mission is to use train-the-trainer strategies to: integrate metacognitive, collaborative and peer learning strategies/empowerment, feedback and the children's ownership, resilience and independence into our facilitation of learning through an explicit and progressive curriculum. This is now accessed and stored on google-classroom for ease of access, continued development and quality assurance. By the end of 2021-22 child and parent/carer access will become a reality. Blended learning for all will give fair access to quality educational provision no matter how challenging the circumstances. Behaviour interventions (££ +5 months) will provide the best possible learning environments for all pupils and facilitate best quality teaching and learning in all classes. Expanding Arts participation (£ +3 months) and the teaching of a diverse, practical wider curriculum will support pupils suffering from anxiety, trauma and bereavement. Also, the adoption of GRIT stars will help the children develop resilience and strategies to combat the effects of mental fatigue.

Quality Professional Development (PD) (staff mentoring, coaching, personalised training, professional reading, INSET) and pupil progress meetings will ensure this is embedded and applied consistently throughout school.

Following on from Barry Carpenter's Curriculum Recovery, we also considered which pedagogical frameworks would facilitate teaching with compassion and what curriculum adjustments were crucial. Some pupils require a holistic academic recovery, whilst others need focused recovery intervention programmes - personalised to their needs. A few may need deeper, longer lasting recovery period. This is built into Senior Leader appraisal.

Kotter's Eight-Step Change model will also be applied to our plans to create urgency, help learners become visionary and to support us forming a powerful coalition. Our ultimate mission is to form a Collaboratory.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, diagnostic testing, observations and dialogue with staff and pupils have revealed there is a learning gap in years 3-6 between PP pupils and non- PP. This pattern is reversed in Year 2. |
| 2 | Reading resource audits have shown that resources for parents (particularly those of PP families) have been diminished due to infection control and lockdowns. Children must have the opportunity to access quality ability banded and phonetic books at the correct level in-school and to take home. |
| 3 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths. |
| 4 | Assessments, observations, diagnostic testing and discussions with pupils and staff indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their ability to encode and decode unfamiliar words. |
| 5 | Our governors recognise our catchment area as an area of high poverty and deprivation. Assessments, observations and discussions with pupils and their families have identified complex social and emotional issues for many pupils due to school closure and infection controls. These challenges have particularly affected disadvantaged pupils with significant or complex needs, including their behaviour management and attainment. |
| 6 | Our attendance data indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress. |

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 reading attainment among disadvantaged pupils. | End of key stage reading outcomes in 2024/25 will show that at least an additional 10% of disadvantaged pupils have met the expected standard or have made good progress matched to their starting points or post COVID-19 starting points. |
| Improved writing attainment among disadvantaged pupils. | End of key stage writing outcomes in 2024/25 will show that an additional 10% of disadvantaged pupils have met the expected standard or have made good progress matched to their starting points or post COVID-19 starting points. |
| Improved maths attainment among disadvantaged pupils. | End of key stage maths outcomes in 2024/25 show that an additional 10% of disadvantaged pupils have met the expected standard or have made good progress matched to their starting points or post COVID-19 starting points. |
| To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil, parent and teacher voice, surveys and observations • A significant reduction in violence against staff • A significant increase in participation in activities across the curriculum (including enrichment activities), particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils in our school particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the number of all pupils who are persistently absent being below 12 and the figure among disadvantaged pupils being no more than 2% lower than their peers. |

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: £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase and related PD of a DfE validated Systematic Synthetic Phonics programme and related phonetic readers to secure stronger phonics teaching for all pupils.</p> <p>The effectiveness of this will be measured by the 2024/25 phonic screening data.</p> <p>N.B. this is proven to be especially effective with children from disadvantaged backgrounds.</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 4</p> |
| <p>A full, bespoke, tailored reading audit will be completed, to allow work analysis and key identified areas of need to be elicited.</p> | <p>DFE: The reading framework- teaching the foundations of literacy</p> | <p>All</p> |
| <p>A reading resource audit will be completed, and books purchased. Reading books will be ability banded to ensure children are accessing quality texts at the correct challenge level. Early years/KS1 and Y3 readers will be matched and driven by phonics teaching. Catch-up phonics will be provided where required throughout KS2. Training for teachers will show how they include texts in learning areas and be able to justify the texts they select and have available for the children. A wide range of virtual and interactive texts will be available, including Epic Books and other online libraries. All children will be discretely taught reading and have 1 hour of dedicated</p> | <p>DFE: The reading framework- teaching the foundations of literacy</p> <p>The 5 Reading Plagues</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2, 4</p> |

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| <p>precision teaching of reading on a daily basis.</p> | | |
| <p>N.B. It is the reading team's long-term ambition to develop a bespoke reading spine, linking to our learning themes. To further develop <i>quality teaching and classroom practice</i> for all PP pupils, there will be a collation of effective in-school practice and cascading of good reading pedagogy within school. External networking, wider reading, research and collaboration will be at the heart of action. This will offer content and activities to complement school's <i>PD offer</i> by building on in-school expertise and its application. The creation of systems and procedures to facilitate the delivery of a new programme of discrete/precision reading sessions will be delivered daily throughout KS2. This will include the creation of a reading catalogue, including books from the 5 Reading Plagues enabling teachers to select quality texts to support class learning themes. Selected texts to be used to generate reading spines from which class teachers will plan and deliver daily reading sessions.</p> | <p>DFE: The reading framework- teaching the foundations of literacy</p> <p>The 5 Reading Plagues</p> <p>Doug Lemov, (2014). Reading Reconsidered.</p> <p>The goal is not just to identify the best format for reading but to recognise synergies that can allow us to use all three in conjunction – to give students meaningful and productive interactions with the texts they read.</p> <p>Education Endowment Foundation (2017) IMPROVING LITERACY IN KEY STAGE TWO Guidance Report.</p> | <p>1, 3, 4</p> |
| <p><u>Reading Comprehension Strategies</u> (£ +6 months): inferring meaning from texts, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, monitoring own comprehension and then identifying and resolving difficulties for themselves. This will be taught to the whole class and practised in pairs and small groups. Texts will be selected at an appropriate level of difficulty to engage and allow children to practise skills, whilst also providing enough challenge to improve comprehension. These skills will be applied across the curriculum.</p> | <p>Rosenshine, (1997). The Case for Explicit, Teacher-led, Cognitive Strategy Instruction 1 BARAK V. American Educational Research Association, Chicago, IL. March 24- 28, 1997</p> <p>Research shows that explicit teaching of reading strategies improve children's comprehension (Rosenshine, 1997; Davis 2010; EEF, 2017).</p> <p>The benefits of a mixture of the above approaches are clearly outlined in Doug Lemov's, <i>Reading Reconsidered</i> (2017) and in a fluency research project by the EEF (2017). At Springbank Academy we will expect that 50 % of the whole-class reading session is made up of a combination of these types of reading. Davis, Dennis (2010) A Meta-Analysis of Comprehension Strategy Instruction for Upper Elementary School Children.</p> <p>Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk ></p> | <p>1, 3</p> |
| <p>Develop and foster a love of reading for staff, parents and children throughout school will take into account the rights of</p> | <p>Children who enjoy reading read more regularly and therefore improve as readers (Willingham, 2014)</p> | <p>1,3, 5</p> |

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| <p>the reader and the challenging effects of COVID-19. This will include the further development of virtual reading assemblies (raising the profile of reading, opening the children's eyes to a range of reading materials and expanding their knowledge and author preferences), a variety of quality class texts (linking to learning themes and included in the writing sequence), enabling children to discuss good practise and facilitate them writing as readers) and virtual reading events e.g. breakfasts, World Book Day, Masked Reader competition, picnics and bedtime stories. Dedicated time will be given in class for reading for pleasure. All classes' timetables will include 20-minutes of structured reading for pleasure and 20-minutes of class novel daily.</p> | <p>Chambers, Aidan (1997). Tell Me: Children, Reading and Talk</p> <p>Teachers also value the need to discuss literature with their classes, as this is vital in developing their love of reading (Chambers, 1997). This can take place during formal reading lessons or at any time throughout the day whilst sharing a text. Teachers will be encouraged to adopt strategies as outlined by Aidan Chambers in his book, 'Tell Me: Children, Reading and Talk'.</p> | |
| <p><u>Parental Engagement</u> (£ +4 months): involvement of parents in learning activities and approaches to encourage parents to support their children e.g. children to be encouraged to take reading books home as many families have limited access to reading materials, homework, reading breakfasts and workshops. More intensive programmes will be required for families in crisis.</p> | <p>Willingham, Daniel T, (2015) raising Kids Who Read: What Parents and Teachers Can Do.</p> <p>Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk ›</p> | <p>1, 3</p> |
| <p>All staff will receive current accurate information enabling them to track and measure the progress of children in reading, phonics and spelling. This will enable the children to be taught according to their needs.</p> <ul style="list-style-type: none"> • Caterpillars: Pre-Key stage standards and Access for All- revisiting phonics, common exception words, HFWs and progressive reading sentences. • Cocoons: Fluency skills • Butterflies: A broad, balanced reading | <p>Assessment and feedback EEF https://educationendowmentfoundation.org.uk ›</p> | <p>1, 3, 4</p> |

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| <p>curriculum. Pupils (who need to) will have had opportunities for additional practise (additional or different).</p> | | |
| <ul style="list-style-type: none"> Teachers will have given pupils precise feedback which pupils can respond to at the beginning of every lesson. This information will be recorded in the classes' wall display standards. | <p>Perfect Assessment for Learning (Perfect series) : Claire Gadsby</p> <p>Assessment and feedback EEF https://educationendowmentfoundation.org.uk ›</p> | <p>1, 3, 4</p> |
| <p>A full, bespoke, tailored <i>writing moderation</i> will be completed, to allow work analysis and key identified areas of need will be elicited.</p> <p>N.B. Current data analysis, pupil voice, staff dialogue and observations have revealed there is a learning gap in years 3-5 between Pupil Premium Children and other children within school. This pattern is reversed in year 2 and 6.</p> | <p>https://www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process</p> | <p>1, 3</p> |
| <p>All year groups will have access to writing moderation and exemplification materials to ensure they know what is expected for their cohorts. The teaching of identified 'Hot Spot' spelling and handwriting will be delivered, to meet the needs of individuals, at a separate time (out of the writing sequence). Writing must now be discretely taught daily in all classes. Identified classes will receive additional writing sessions, taught by a writing specialist.</p> <p>N.B. PD training for all staff has been completed prior to the launch of a new writing sequence, providing resources and pedagogical strategies to enable good quality teaching, including strategies for feedback to empower the children to be in charge of their learning and gain the confidence to work as independent learners.</p> | <p>https://www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process</p> <p>Teacher's Moderation Toolkit</p> | <p>1, 3</p> |

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| <p><u>Phonics</u> (£ +5 months): From February 2022, all staff will receive training to ensure they are using correct terminology and pedagogy contained within the new phonics scheme, enabling them to deliver quality phonics and catch up programmes throughout school. Further CPD will be provided to ensure these skills are being applied in the children's writing across the curriculum. Discrete phonic sessions will be delivered daily throughout the EYFS and KS1. Targeted phonics catch-up programmes will be in place for identified children throughout KS2.</p> <p><u>Parental Engagement</u> (£ +4 months): involvement of parents in learning activities and approaches to encourage parents to support their children e.g. homework, and phonics workshops. More intensive programmes and blended learning will be available for families in crisis.</p> | <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF: Home Learning Approaches</p> | <p>1, 3, 4</p> |
| <p>All staff will receive current accurate information enabling them to track and measure the progress of children in writing, phonics and spelling.</p> <p><u>N.B. Pupil progress/achievement meetings will help to facilitate this process.</u></p> | <p>Perfect Assessment for Learning (Perfect series) : Claire Gadsby</p> <p>Assessment and feedback EEF https://educationendowmentfoundation.org.uk ›</p> | <p>1, 3</p> |
| <p>Staff will plan and deliver quality provision to meet the individual learning needs of all children.</p> <p><u>N.B. Curriculum now available on Google Classroom, facilitating Flip Learning' and subject leaders identify and share priority areas of development where additional focus is required and provide support to ensure the best pedagogical methods and strategies are applied.</u></p> | <p>The Writing Revolution, Hochman and Wrexler</p> <p>EEF guidance report: Metacognition and self-regulated learning</p> | <p>1, 3</p> |
| <p>Standards working walls will provide clear communication between staff teams, allowing subject experts/specialists and</p> | <p>Perfect Assessment for Learning (Perfect series) : Claire Gadsby</p> | <p>1, 3, 4</p> |

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| <p>intervention staff to provide up-to-date information for staff, to aid swift remedial action and plot the learning and pedagogical routes needed to gain expected progress.</p> <p>N.B. Perfect Assessment trials have enabled teachers to develop a well-balanced educational philosophy and seek evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. This is becoming part of everyday practise, reflecting and responding to information from dialogue, demonstration and observation in ways that enhance ongoing learning. Therefore, empowering learners to become independent through sharing learning intentions and criteria; engineering effective classroom discussions, formative feedback, activating learners as resources for each other and activating learners as owners of their own learning.</p> | <p>Assessment and feedback EEF https://educationendowmentfoundation.org.uk ></p> <p>Visible Learning: Feedback by John Hattie and Shirley Clarke</p> | |
| <p>A new writing sequence will be established in the learning culture.</p> <p>Engage HOOK Engage the children in the task through a launch day activity, trip, high quality text, video stimulus etc. PURPOSE There is a clear purpose to the outcome of the writing and this is sometimes authentic AUDIENCE The children are clear about who they are writing for and this is authentic. Discover SATURATE Children are immersed in a range of high-quality texts that exemplify the purpose of the writing and provide them expert knowledge of the subject. DECONSTRUCT Children are given opportunities to analyse texts</p> | <p>If you weave these sentence-level activities into your instruction on a daily basis, you'll be giving your students the tools they need to create paragraphs and compositions, while at the same time boosting their understanding of the content you're teaching. Hochman and Wexler '17</p> <p>EEF: Planning Framework</p> <p>Inspiring Writing in Primary Schools, Liz Chamberlain</p> <p>The Writing Revolution, Hochman and Wrexler</p> <p>Teaching English, Language and Literacy Dominic Wyse</p> <p>Teaching Primary English, Eve Bearne and David Reedy</p> <p>Closing the Vocabulary Gap, Alex Quigley</p> <p>Bringing Words to Life, Isabel L Beck, Margret G McKeown and Linda Kucan</p> <p>Writing and Cognitive Load Theory, Natalie Wexler</p> | <p>1, 3</p> |

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| <p>by exploring the organisation, text and language features.</p> <p>DABBLE Opportunities are planned for children to rehearse ideas before writing. They experiment, choose, practise and play with the language features.</p> <p>Compose PLAN Children are taught to plan using boxed-up planning grids and are confident in writing introductions, conclusions and topic sentences.</p> <p>DRAFT Children are given opportunities to draft ideas and are given sufficient worked examples through shared and guided writing.</p> <p>Evaluate REVISE Activities are planned to allow children to improve how their writing sounds. They can to expand sentences, remove information, substitute words and phrases or change the order of information.</p> <p>EDIT Activities are planned for children to improve how their writing looks. Through adding capital letters and punctuation and checking their spelling.</p> <p>ASSESS End-of-year standards are used to assess children's attainment in writing. Assessment procedures reflect those completed by Y2 and Y6.</p> <p>Publish PUBLISH There are opportunities for children to complete a final version of their writing. The purpose of the writing is fulfilled, and the writing is read by the target audience.</p> | <p>EEF Improving Literacy in KS1 and KS2</p> <p>The National Curriculum 2013</p> | |
| <p>A full, bespoke, tailored <i>maths audit</i> will be completed, to allow work analysis and key identified areas of need to be elicited.</p> <p>N.B. Current data analysis, pupil voice, staff dialogue and observations have revealed there is a learning gap in years 3-6 between Pupil Premium Children and other children within school. This pattern is reversed in year 2.</p> | <p>Improving Mathematics in Key Stages 2 and 3 EEF https://educationendowmentfoundation.org.uk ›</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>EEF Maths Guidance RAG</p> | <p>1, 3</p> |

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| <p>Maths will continue to be taught on a daily basis, with an additional focus on calculations as an identified need for our school. Children demonstrating the ability to work at greater depth will complete more investigations, using their skills and knowledge to solve a variety of challenging problems.</p> | <p>Improving Mathematics in Key Stages 2 and 3 EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>EEF Maths Guidance RAG</p> <p>Whiterosemaths.com</p> | <p>1, 3</p> |
| <p><u>Parental Engagement</u> (£ +4 months): involvement of parents in learning activities and approaches to encourage parents to support their children e.g. homework and workshops. More intensive programmes will be required for families in crisis.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1, 3, 6</p> |
| <p><u>Mastery Learning</u> (£ +5 months): time and support will be reduced as the children develop mastery of skills. Pupils must demonstrate understanding before moving on e.g. timed, differentiated daily calculation challenges, timed number square challenges and 35-hands-on ways to teach multiplication.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1, 3</p> |
| <p><u>Collaborative Learning Approaches</u> (£ +5 months): working together- everyone participates working either in pairs, groups or teams towards a shared outcome.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1, 3</p> |
| <p><u>Feedback</u> (£ +6 months): to be given by adults and peers, encouraging children to manage their own learning and identify the next steps they need to make to achieve their goals. This will be verbally discussed with the children and recorded in the classes' standards books, both within the classroom and on Google Classroom, to enable this information to be accessed at home and within lessons.</p> | <p>Perfect Assessment for Learning (Perfect series) : Claire Gadsby</p> <p>Assessment and feedback EEF https://educationendowmentfoundation.org.uk</p> | <p>1, 3</p> |

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

Budgeted cost: £118,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 3, 4 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 3, 4 |

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

Budgeted cost: £6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole staff training on behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 5, 6 |
| Develop specialist behavior team | EEF Social and Emotional Learning.pdf | 5, 6 |

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| including targeted interventions, APU and counselling. | | |
| Programme of wellbeing activities included in the annual planner and woven throughout the curriculum. This will include the creation and publication of a wellbeing single. | EEF Social and Emotional Learning.pdf | 5, 6 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice and reintroduce home visits, walking bus and attendance panel meetings. This will involve training and release time for staff to develop and implement new procedures and delegating attendance roles and responsibilities to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £151,000

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 2020 to 2021 academic year.

To access the review of outcomes from the previous year please refer to the 2020/21 pupil premium plan and evaluation published on our website.

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 |
|-------------------------|-------------------|
| Times Tables Rock Stars | Bruno Reddy (CEO) |
| | |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) and 'Perfect Assessment' demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of evidence including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also undertook scholarship in the area researching evidence based effective strategies, including the used the EEF's toolkit, regarding the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Barriers to attainment / Improvement and driving questions

A: Reading

What has been the effect of COVID-19 on our children's reading?

Which pedagogical frameworks will facilitate teaching with compassion and what curriculum adjustments are crucial? Which pupils require a holistic recovery? Who need a focused recovery intervention programme- personalised to their needs? Who would benefit from a deeper, longer lasting recovery period?

Has COVID-19 had an effect on the progress and attainment of the pupils at Springbank Academy? Has a reading audit been completed allowing key areas of need to be identified? What groups or individuals have been significantly affected? What can we do to support and empower these children to catchup?

Are a quality range of texts and reading materials at the correct challenge level available for all children? This is important as many of the children do not have access to any reading materials at home.

Are texts ability banded throughout school? Is there a range of quality reading materials available in each ability band? Are children given the opportunity to regularly change their texts and take them home to read with their families? Are

the texts for young and targeted older readers matched to phonics teaching? Are books the dominant feature of reading areas? Can teachers justify the texts they have selected and have available for the children in their classes? Are a wide range of virtual and interactive texts accessible for children to read at home and within school?

Is quality teaching and classroom practice accessed by all PP children on a daily basis?

How does Springbank Academy ensure all staff have the knowledge and pedagogical skills to facilitate this? What opportunities for PD are accessible for staff at Springbank Academy? Are pupils given enough time and opportunities to read for different purposes including for pleasure? Is precisely taught pedagogy matched to the needs of individual learners, including accuracy, pace and understanding? Does Springbank Academy have effective reading recovery programmes?

B: Writing

What has been the effect of COVID-19 on our children's writing?

Which pedagogical frameworks will facilitate teaching with compassion and what curriculum adjustments are crucial? Which pupils require a holistic recovery? Who need a focused recovery intervention programme- personalised to their needs? Who would benefit from a deeper, longer lasting recovery period?

Has COVID-19 had an effect on the progress and attainment of the pupils at Springbank Academy? Has a writing audit been completed allowing key areas of need to be identified? What groups or individuals have been significantly affected? What can we do to support and empower these children to catchup?

Due to the effect of the global COVID-19 pandemic there was no LA moderation of writing in summer 2020 or summer 2021. All children's writing has been internally moderated by staff working as KS1 and KS2 LA moderators.

How will Springbank Academy quality assure the level judgements of teachers? How does Springbank Academy ensure quality teaching and classroom practise is delivered consistently throughout school? What strategies are in place to empower PP children to lead their own learning? What different or additional support is being provided to ensure PP children catchup in the identified areas of handwriting, spelling (phonics and HFW), punctuation and grammar? How do we ensure these learnt skills are applied in their daily writing? How does Springbank Academy promote a love, passion and enthusiasm for writing?

C: Maths

What has been the effect of COVID-19 on our children's maths?

Which pedagogical frameworks will facilitate teaching with compassion and what curriculum adjustments are crucial? Which pupils require a holistic recovery? Who needs a focused recovery intervention programme- personalised to their needs? Who would benefit from a deeper, longer lasting recovery period?

Has COVID-19 had an effect on the progress and attainment of the pupils at Springbank Academy? Has a maths audit been completed allowing key areas of need to be identified? What groups or individuals have been significantly affected? What can we do to support and empower these children to catchup?

How do we ensure all PP children are receiving an appropriate level of challenge, including those showing potential for GDS?