

Pupil Premium Report – Impact Report for academic year 2022 / 2023

Detail	Data
Academy name	Springwood Junior Academy
Number of students/pupils in the academy in 2022/23	189 + 55 F@S
Total funding - Pupil premium & Recovery premium allocation academic year 2022/23	£119, 340
Proportion (%) of pupil premium eligible students/pupils	46% (FS2 – Y6 – 87 pupils)
Proportion (%) of pupil premium eligible students/pupils who are also SEND	33% (29 pupils)
<u>Headline figures for summer 2023:</u>	
GLD National average 2022 65%	52%
GLD (PP)	7%
Y1 Phonics *National avg 79%	72%
Y1 Phonics (PP)	43%
Y2 Phonics *National avg 89%	77%
Y2 Phonics (PP)	75%
KS1 EXP Reading *National avg 68%	60%
KS1 EXP Reading (PP)	58%
KS1 EXP Writing *National avg 60%	57%

KS1 WXP Writing (PP)	58%
KS1 EXP Maths *National avg 70%	53%
KS1 EXP Maths (PP)	50%
KS2 EXP Reading *National avg 75%	62%
KS2 EXP Reading (PP)	44%
KS2 EXP Writing *National avg 69%	65%
KS2 EXP Writing (PP)	50%
KS2 EXP Maths *National avg 71%	46%
KS2 EXP Maths (PP)	28%
KS2 Reading, writing, maths combined *National avg 59%	42%
KS2 Reading, writing, maths combined (PP)	22%
Attendance (all)	92%
Attendance (PP)	90%
Attendance (PP who are also SEND)	86% (with the 3 modified timetables removed – 91.8%)
Suspensions (all)	16 (6 pupils) 8.5%
Suspensions (PP)	14 (5 pupils) 83%
Suspensions (PP who are also SEND)	14 (5 pupils) 100%

Activity Spending allocated £55,000 1. Teaching (for example, CPD, recruitment and retention)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
Release time for phonics and Early Reading Leader to monitor phonics provision and provide CPD.	EEF Improving Literacy in KS1 Recommendations 3 & 8 <ul style="list-style-type: none"> • Robust training programme/ monitoring /evaluation of phonics teaching. • Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme. • Staff training to secure consistency in approach to delivering highly structured interventions. 	4 £5,000 £1,000	Year 1 phonic screener outcomes were 72% (just below national) and increased from 30% 2021-22. Year 2 phonic screener outcomes were 77% (which includes 3 complex pupils working well outside of ARE) – this evidences accelerated progress. The Phonics and Early reading lead targeted gaps well through the use of interventions and revise words/phonemes within the lesson structure. The consistency of the approach improved over time as evidence in the audit and through monitoring.

Release time for SENDCo to monitor provision for pupils with SEND and provide CPD.	EEF Special Educational Needs in Mainstream Schools – recommendations 3, 4, 5 <ul style="list-style-type: none"> • Direct, in class support for staff through model lessons, team teach, observation feedback etc. to ensure staff have the skills to employ a range of strategies and systems to meet the needs of pupils with SEND – securing Quality First teaching. • Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. 	3 £10,000	Monitoring has evidenced greater wave 1 provision in place within classrooms. Staff voice has evidenced a deeper understanding of how to meet the ranging needs. Intervention tracking was more rigorous and shared with class teacher to inform teaching and learning. This was evidenced in class folder monitoring. CPDL has supported SEN paperwork accuracy and purpose e.g. SMART targets and what this will look like in the classroom/ intervention. Staff feel more prepared. 7 EHCPs were secured and 2 pupils received places at specialist provision in line with parental preference.
Purchase of additional reading resources and comprehension resource.	EEF Improving Literacy in KS1 Recommendations 2, 3 & 4 EEF Improving Literacy in KS2 Recommendations 3 <ul style="list-style-type: none"> • Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET Phonics Programme. 	4 £12,000	SSP programme consistent in delivery. Appropriate number of resources purchased to target a large number of phonic groups to support catch up need. Pupil voice evidences a more positive view of reading; the reading curriculum has informed book

	<ul style="list-style-type: none"> Promotion of reading for pleasure through additional library resources. Purchase of additional reading resources to develop reading comprehension Y2-Y6. Books purchased to support reading across the curriculum. 	£5,000	choices in class libraries – the full book/books by the same author etc. Reading across the curriculum is more evident; this was evidenced in book scrutiny and within planning.
Additional support staff appointed to deliver structured interventions within English and Mathematics particularly number.	<p>EEF Improving Literacy in KS1 Recommendation 8</p> <p>EEF Improving Literacy in KS2 – recommendation 7</p> <p>EEF Improving mathematics in KS1 – recommendation 5</p> <p>EEF Improving Mathematics in KS2 – recommendation 7</p> <ul style="list-style-type: none"> A significant number of pupils require additional targeted support to develop age appropriate English and Mathematical skills. Small group intervention support in place which is regularly reviewed. Purchase of resources to promote and develop home engagement with learning support. 	<p>1 & 6</p> <p>£20,000</p> <p>£1,800</p>	<p>Reading and writing outcomes for KS2 were in line with Academy predictions. Reading prediction = 61% Reading outcome = 62% Writing prediction = 61% Writing outcomes = 65% Writing outcomes improved from 43% to 65%.</p> <p>Mastering number, a maths hub evidence based approach, was used to inform maths interventions in KS2 – securing basic number and calculation.</p> <p>Increased use of TTRS at home due to the regular competitions.</p> <p>MTC – 27% full marks (in-line with 2022 average); 54% 20+ marks and 18% 15+ marks.</p>
Music supports pupil mental health and	EEF Effective Professional Development – recommendation 2	8	Music became more high profile across the academy through the purchase of productions to perform.

wellbeing, it is delivered consistently across school.	<ul style="list-style-type: none"> • Purchase of Charanga music program supports staff CPD, staff confidence and pupil engagement levels. • Pupil wellbeing and mental health is evaluated for impact. 	£200	<p>Singing assemblies were introduced weekly – confidence of pupils increased within these sessions.</p> <p>Staff confidence to teach most of the curriculum increased through the subject lead supporting CPDL.</p>
--	--	------	--

Activity - Spending allocated £45,000 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
Additional speech and language therapy teaching /intervention.	<p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <p>EEF Improving Literacy in KS2 Recommendations 6 & 7</p> <ul style="list-style-type: none"> • Additional member of support staff appointed to implement advice from speech and language therapist in order to ensure all relevant pupils have access to allocated support. 	<p>4</p> <p>£20,000</p> <p>£5,000</p>	<p>SALT programmes were delivered in-line with professional recommendations across the Academy. Staff felt better prepared to deliver these.</p> <p>Staff release has allowed for one staff member to access Enhanced plus Speech, Language & Communication (SLC) Training for 0-5; this expertise has informed the language rich environment of EYFS – ensuring progression is understood by all EYFS</p>

	<ul style="list-style-type: none"> Staff training to secure consistency in approach to delivering highly structured interventions and to support application in the classroom. 		practitioners e.g. photos, photos and words, symbols and words, words.
Structured interventions to support catch-up and targeted support for individual pupils.	EEF Making Best Use of Teaching Assistants Recommendations 5 & 6 <ul style="list-style-type: none"> ACET Inclusion Manager supporting training and delivery of intervention support. Clear entry and exit points assessed to evaluate effectiveness and impact. Accredited dyslexia and literacy difficulties training is accessed to ensure that interventions have the greatest impact. 	3 £10,000 £1,000	CPDL from inclusion team supported a consistent approach to the use of the class file. Interventions have clear start point assessments and exit point assessments to measure progress. 2 staff members accessed dyslexia training; allocated time used to assess pupils and plan interventions to meet specific needs. CPDL from these staff members has ensured other TAs have gained the skills to deliver these programmes.
Teaching Assistants are trained to support pupils to develop age-appropriate, independent learning skills which in turn supports an intrinsic desire to learn.	EEF Making Best Use of Teaching Assistants Recommendation 3 <ul style="list-style-type: none"> In class support and training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom. 	3 £5,000	Core values have been embedded across the Academy – PRIDE (positive, respectful, independent, determined, empathetic) – improved attitudes to learning evident. Through CPDL, TAs within the classroom are better planned for, TAs better understand their role.
Parental training is developed and delivered to support parent/carer confidence and	EEF Working with Parents to Support Children's Learning – recommendations 2 & 4.	1	Phonic workshops supported parent understanding of how to support at home.

understanding which in turn supports engagement with home learning.	<ul style="list-style-type: none"> • Parental training – particularly within English and number is delivered through family learning sessions to enhance uptake from parents. • Parents feel better prepared to support pupils' learning at home. 	£4,000	<p>The use of planners support communication with parents; an increased number of parents supported pupils with learning at home.</p> <p>MTC parent workshop supported parent understanding of how to support at home. The use of TTRS competitions supported an increased engagement with time table practise at home.</p> <p>Reading for pleasure family breakfast engaged over 50 families.</p>
---	---	--------	--

Activity - Spending allocated £29,000 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
EWO to support welfare of pupils and their attendance.	<ul style="list-style-type: none"> • EWO home visits support parents/carers to get their child to school. • Rotherham procedures fully embedded in order to be compliant with LA protocols. 	<p>2</p> <p>£8,000</p>	<p>The attendance pathway was followed rigorously. 93 pupils (49%) received at least one attendance or punctuality letter and/or a parental support meeting. PA reduced from 56 (30%) in the Autumn term to 43 (22.8% - national is 21.2%) in the Summer term. Of the remaining PA pupils, 11 had shown</p>

			improved attendance over the Summer term.
Mental Health Lead appointed to support SEMH interventions.	EEF Improving Social and Emotional Learning in Primary Schools – recommendation 1 <ul style="list-style-type: none"> Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When pupils are emotionally ready to learn, they engage better with learning and make better progress. 	8 £15,000	Emotional literacy training delivered to staff to ensure pupils were able to access structured programmes to support pupil understanding around emotional regulation including 5-point scale. Suspensions reduced over the Academic year from 7 in HT1 to 0 in HT6; pupils were able to regulate emotions more timely and using appropriate strategies and spaces.
A range of after school clubs are provided free of charge – uptake by disadvantaged pupils is closely monitored and pupils are targeted.	<ul style="list-style-type: none"> After school clubs appeal to a range of interests and the yearly program offers a broad and balanced extra-curricular package of opportunities. Resources are purchased to facilitate delivery. Transport is provided to facilitate 'games and matches'. The Worry Wizard 'Shine' after school club delivered to targeted pupils with low self-esteem and emotional wellbeing needs. 	7 £2,000 £1,000	78% of pupils attended an after school club in 2022-23; pupil voice informed club foci and they were wide ranging to ensure more interests were met. 54% of the SEND pupils attended an after school club. Additional pupils with SEND were targeted within the school day to access enhanced provision e.g. sensory circuit, Titans rugby session (aimed at pupils with high SEMH need to support development of managing disappointment, working with others, improving self-esteem etc.

<p>In class breakfast is provided free of charge for all pupils – disadvantaged pupils are targeted.</p>	<p>EEF Improving Behaviour in Schools – recommendation 4</p> <ul style="list-style-type: none"> • Breakfast is prepared and organised by an SMSA. • 25% of the cost of the breakfast is paid for by the school plus condiments. 	<p>8</p> <p>£1,500</p> <p>£1,500</p>	<p>On average, 61% of the Academy accessed breakfast in school over 2022-23 through the National School Breakfast Programme. This supported readiness for learning.</p>
--	--	--------------------------------------	---