

Pupil Premium Strategy Statement

Springwood Junior Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2022 to 2023 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 (2023-24) and the effect that last year's spending of pupil premium had within our school.

Academy Overview

Detail	Data
Academy name	Springwood Junior Academy
Number of pupils in school	189 + 41 F@S
Proportion (%) of pupil premium eligible pupils	37% (FS2 – Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22; 2022-23; 2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rebecca Scutt
Pupil premium lead	Beki Malton
Governor / Trustee lead	Rebecca Hibberd

Funding Overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£117,855
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,600

Part A: Pupil Premium Strategy Plan

Statement of Intent

Challenges

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

Challenge number	Detail of challenge
1	Memory & retention - especially in relation to learning number knowledge in mathematics. Weak language skills are a barrier for many disadvantaged pupils and they require many opportunities for overlearning and frequent practise of previously taught concepts.
2	Attendance – academy attendance is below the national average.
3	SEND – in 2020-21, 10% of the academy population (19 pupils) were identified as SEND on the register with 26% of these pupils having an EHCP. 68% of these pupils (13 pupils), were disadvantaged. Speech and Language is a significant barrier to learning for the youngest children identified with SEND.
4	Early Reading - due to early speech and language difficulties, the acquisition of phonics is a challenge for some of the disadvantaged pupils. Disadvantaged pupils need the opportunity to read to an adult in school regularly and to receive targeted additional phonics delivery. Delays in the acquisition of language and ability to decode fluently, means many disadvantaged pupils struggle to develop their understanding of written texts.
5	Vocabulary – due to early speech and language difficulties, many pupils have a limited vocabulary. This becomes a significant barrier as pupils progress into KS2. This impacts on attainment across all curriculum areas.
6	Writing – difficulties with fine motor skill development to support pencil control impacts on children's ability to form letters correctly, which makes the process of handwriting challenging. Coupled with difficulties in spelling, many pupils do not have the required automaticity of skills to allow them to focus on the structure and content of their writing.
7	Extra-curricular activities – many disadvantaged pupils do not have interests or hobbies they enjoy, or can talk about. Many families are not able to afford the cost of club fees and travel costs.
8	Mental health and wellbeing has been negatively impacted on through the Pandemic, particularly within the disadvantaged pupils. A high level of targeted nurture support is required to ensure that these pupils 'are ready to learn' and are 'safe'.

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>Pupils able to recall and apply number knowledge efficiently.</p> <p>Pupils effectively use strategies to help them to retain knowledge and skills.</p>	<ul style="list-style-type: none"> Outcomes in Mathematics are in line with 2019 national average in EYFS, KS1 & KS2 by July 2024. All cohorts achieve 75% of pupils working at ARE in Mathematics by July 2024. Number learning is evident daily across school and a range of metacognitive strategies are consistently in place to support understanding and recall as evidenced through monitoring, evaluation and review.
Academy attendance significantly improves.	<ul style="list-style-type: none"> Whole academy attendance is >96.6% by July 2024. Attendance for disadvantaged pupils is in line with the attendance of all pupils. Persistent absence is <9% by July 2024.
Pupils with SEND and disadvantaged pupils entering school with low start points in language and communication have access to increased speech and language/communication interventions to close this gap.	<ul style="list-style-type: none"> Pupils with identified speech and language difficulties are able to access additional support from a teaching assistant trained to deliver speech and language/communication intervention programs. Due to intervention within the academy, more pupils are able to access intervention for longer and the delivery is more consistent through school. Academy staff are able to observe best practice intervention in order that they can deliver additional support for these pupils within the classroom enhancing the impact. By July 2024, the vast majority of pupils entering school with low start points for language and communication leave FS2 at age expected and where this is not the case – the specific needs have been identified by a specialist and continue to be effectively targeted.
Pupils read fluently by the end of KS1, demonstrating a good comprehension of what they have read.	<ul style="list-style-type: none"> By the end of July 2024, additional speech and language/communication intervention ensures the vast majority of pupils meet FS2 milestones relating to speech and communication (and where this is not the case, the specific needs have been identified by a specialist and continue to be effectively targeted). By July 2024, 100% of pupils can decode fluently by the end of Y1 (except for pupils with professional documented need – these pupils make good progress towards personalised targets).

	<ul style="list-style-type: none"> By July 2024, pupils' attainment at the end of KS1 is at least in line with national average.
Pupils will be able to write with automaticity.	<ul style="list-style-type: none"> By July 2023, all pupils demonstrate age/stage-appropriate pencil grip. By July 2024, all pupils enter KS2 being able to apply phonics to spelling. By July 2024, all pupils enter KS2 being able to focus on writing structure and content with automaticity of basic skills in handwriting, spelling and sentence structure.
Pupils are able to demonstrate a varied vocabulary.	<ul style="list-style-type: none"> By July 2024, all pupils are able to use subject-specific language when recalling their learning. By the end of KS1 in July 2024, all pupils will be able to speak fluently in sentences. By the end of KS2 in July 2024, pupils' written work and dialogue will demonstrate automaticity of varied word choices and use of subject-specific language.
All pupils are able to access extra-curricular provision.	<ul style="list-style-type: none"> By July 2022, the academy offers a range of extra-curricular activities to all pupils from FS2-Y6. By July 2024, all pupils are able to discuss a hobby/interest they have beyond academic subjects. By July 2024, all KS2 pupils can talk about their aspirations and understand the steps needed to achieve this.

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: £ 58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Phonics and Early Reading Leaders to monitor phonics provision and provide CPDL.	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. • Engage with English Hub. 	4 £5,000 £1,000
Release time for SENDCo to ensure the graduated response is followed timely; monitor provision for pupils with SEND and provide CPDL.	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 and wave 1 provision. • Structured approach in the delivery of teaching and learning to meet the needs of pupils with SEND, including assessment and evaluation of impact (in-line with professional recommendations). • To work alongside SIT/EPS and other specialists to ensure the graduated response is followed timely and that recommendations are implemented effectively to best meet pupil need. 	3 £15,000
Purchase of additional reading books including banded books plus reading for pleasure books.	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 £5,000

	<ul style="list-style-type: none"> Promotion of reading for pleasure through additional library resources. Books purchased to support reading across the wider curriculum. Promotion of reading through the purchase of a wide range of banded reading books. 	£1,000 £1,000 £1,000
Additional support staff time allocated to deliver structured interventions within English (including phonics) and Mathematics particularly number and calculation	EEF Improving Literacy in KS1 Recommendation 8 EEF Improving Literacy in KS2 – recommendation 7 EEF Improving mathematics in KS1 – recommendation 5 EEF Improving Mathematics in KS2 – recommendation 7 <ul style="list-style-type: none"> A significant number of pupils require additional targeted support to develop age appropriate English and Mathematical skills. Centralised intervention plan targets small group intervention for maths, phonics and English. Priorities reviewed regularly. SENCO and inclusion team release time to plan and prepare. Structured intervention resources purchased to support pupil access to learning e.g. clicker 	1 & 6 £20,000 £5, 000 £4, 000
Music supports pupil mental health and wellbeing, resources and CPDL accessed to increase staff confidence and pupil engagement.	EEF Effective Professional Development – recommendation 2 <ul style="list-style-type: none"> Purchase of music resources to ensure the curriculum can be well taught and pupils are engaged. Music CPDL delivered to increase staff confidence in teaching music. Pupil wellbeing and mental health is evaluated for impact. 	8 £500

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

Budgeted cost: £ 46,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language therapy teaching /intervention.	EEF Improving Literacy in KS1 Recommendations 1 & 8 EEF Improving Literacy in KS2 Recommendations 6 & 7 <ul style="list-style-type: none"> 	4 £20,000

		£5,000
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"> Centralised intervention plan targets small group intervention for all identified areas of need including emotional literacy, gross motor and social skills. Priorities reviewed regularly. SENCO and inclusion team release time to plan and prepare. Structured intervention programme resources purchased to enhance the delivery e.g. socially speaking. Staff CPDL for delivering high quality interventions and measure impact including SALT programmes. Inclusion team release time to monitor delivery and impact; provide timely CPDL. ACET Inclusion Manager supporting training and delivery of intervention support. 	3 £5,000 £500 £200 £2,000
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"> Additional in class support by TAs e.g. focus groups, pre-teach/over-teach, addressing misconceptions and misunderstandings quickly - lead to deeper learning and greater retention. Training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom is high quality. 	3 £10,000 £400
Parental training is developed and delivered to support parent/carer confidence and understanding which in turn supports engagement with home learning.	EEF Working with Parents to Support Children's Learning – recommendations 2 & 4. <ul style="list-style-type: none"> Parental training – particularly within English and number is delivered through family learning sessions and parent workshops to enhance uptake. Parents feel better prepared to support pupils' learning at home. 	1 £4,000

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO based within the Academy to support welfare of pupils and improve 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. Direct work with pupils helps to break down barriers to attendance. 	2 £12,000
Teaching assistants deliver structured emotional literacy and social skills 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 £5,000
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 wider experiences and opportunities. 	7 £2,000
In class breakfast is provided free of charge for all pupils – disadvantaged pupils are targeted.	EEF Improving Behaviour in Schools – recommendation 4 <ul style="list-style-type: none"> Breakfast is prepared and organised by an SMSA, additional staff charges. The purchase of condiments e.g. butter, jam, milk to ensure all pupils can access breakfast free of charge. 	8 £1,200 £800
Positive reinforcement is used to embed good behaviour across the Academy.	EEF Improving Behaviour in Schools – recommendation 4 <ul style="list-style-type: none"> Purchase of learner level badges. Purchase of stickers. Class dojo reward events. Learning rewards throughout the year. 	 £3,000

Total budgeted cost: £129, 600

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 to 2023 academic year.

Evidence in schools across the country indicates that school closure, due to the pandemic, was most detrimental to disadvantaged pupils as they were unable to access the enhanced provision, including interventions and wider support that schools provide. This has led to a heavy catch up need and has enhanced the needs of our SEN pupils across the Academy. During the Academic year, 2022 -23, the increased capacity (through additional release time of the SENCO) has ensured that the graduated response has been followed timely this includes the successful securing of 7 EHCPs. In addition, the additional capacity has supported the consistent approach to behaviour across the Academy including personalised adaptations to meet specific needs. The Inclusion team provided a range of CPDL around quality first teaching and wave 1 provision. This has led to needs being better met, including SEMH needs, and the creation of a calm learning environment across the Academy.

Through the enhanced extra-curricular activities programme including an additional cycle of swimming lessons, enhancements to learning and wide-ranging offer of after school clubs; 21% of the Y3 cohort are already working at national curriculum standard which is in line with Y4 total of 2020-21 – 22%, these pupils will access their statutory swimming lessons this academic year therefore accelerated progress is expected. 78% of pupils accessed an after school club during 2022-23 (including 54% SEND pupils which has increased from 33% 2021-22). Confidence is developing with pupils being increasingly proud to share their out of school and inside of school achievements within the celebration assembly each week (PRIDE); pupil voice is positive about the enhancements.

The additional leadership time for SENCO has enhanced monitoring and identification of SEND need within the Academy. In 2020-21, 10% of the academy (19 pupils) were identified as SEND on the register. By the end of 2021-22, 25% of the academy (45 pupils) and by the end of 2022 – 23, 20% of the academy (37pupils) were on the SEND register receiving inclusion advice and support; SEND reviews held termly for these families therefore parents are better supported and informed. 12 pupils have accessed specialist provision over the last 3 years in line with parental preference. The graduated response continues to be followed timely.

The additional leadership time for the phonics, early reading and English lead has ensured the SSP programme has been embedded; assessment has led to effective analysis which has led to pupil gaps being well targeted. 72% of Y1 pupils passed the phonic screener in 2022-23 and in Y2 77% of pupils passed the phonic screener. Time

to research good practice in the teaching of writing, has led to the development of an evidence-informed approach to the planning and teaching of writing. Pupil voice is more positive about writing. KS2 writing outcomes increased from 43% expected in 2021-22 to 65% expected in 2022 – 23.

On average, 61% of the Academy accessed 'in class' breakfast over 2022-23 through the National School Breakfast Programme. This supported readiness for learning.

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
TTRS	Maths circle
Spelling shed	Ed Shed
Test base	AQA group