

Pupil Premium Report – Impact Report for academic year 2023 / 2024

Detail	Data
Academy name	Springwood Junior Academy
Number of students/pupils in the academy in 2023/24	189 + 41 F@S
Total funding - Pupil premium & Recovery premium allocation academic year 2023/24	£129, 600
Proportion (%) of pupil premium eligible students/pupils	37% (FS2 – Y6)
Proportion (%) of pupil premium eligible students/pupils who are also SEND	26% (FS2 – Y6)
Data 2023-2024	
GLD National average 2023 67.7%	50%
GLD (PP)	13% (1/8)
Y1 Phonics *National avg 79%	67%
Y1 Phonics (PP)	38% (3/8)
Y2 Phonics *National avg 89%	85%
Y2 Phonics (PP)	83% (5/6)
KS1 EXP Reading *National avg 68%	69%
KS1 EXP Reading (PP)	25% (1/4)
KS1 EXP Writing *National avg 60%	58%

KS1 WXP Writing (PP)	25% (1/4)
KS1 EXP Maths *National avg 70%	69%
KS1 EXP Maths (PP)	25% (1/4)
KS2 EXP Reading *National avg 74%	70%
KS2 EXP Reading (PP)	64%
KS2 EXP Writing *National avg 72%	75%
KS2 EXP Writing (PP)	64%
KS2 EXP Maths *National avg 73%	75%
KS2 EXP Maths (PP)	73%
KS2 Reading, writing, maths combined *National avg 61%	60%
KS2 Reading, writing, maths combined (PP)	45%
Attendance (all)	93%
Attendance (PP)	91%
Attendance (PP who are also SEND)	89%
Suspensions (all)	0
Suspensions (PP)	0
Suspensions (PP who are also SEND)	0

Activity Spending allocated £58,500 1. Teaching (for example, CPD, recruitment and retention)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2023 - 2024
Release time for phonics and Early Reading Leader to monitor phonics provision and provide CPD.	<p>EEF Improving Literacy in KS1 Recommendations 3 & 8</p> <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	<p>Year 1 phonic screener outcomes were 67% which is inline with the previous year's outcomes.</p> <p>Year 2 phonic screener outcomes were 79%.</p> <p>The Phonics and Early reading lead used assessment well to target gaps well through the use of interventions.</p> <p>The phonics lead provided weekly CPDL and coaching to ensure consistency of delivery.</p> <p>English Hub audit identified a consistent approach.</p> <p>Phonic resources and phonic books were replenished to ensure pupils engagement maintain.</p>

			Parent and family phonic workshops delivered -parental confidence and knowledge increased; reading at home was promoted and celebrated, number of pupils reading regularly at home increased over the year.
Release time for SENDCo to ensure the graduated response is followed timely; monitor provision for pupils with SEND and provide CPDL.	<p>EEF Special Educational Needs in Mainstream Schools – recommendations 3, 4, 5</p> <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. • 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	<p>Monitoring has evidenced staff take greater accountability for their whole class ensuring wave 1 provision in the classroom meets the cohort's needs.</p> <p>Staff voice has evidenced a deeper understanding of how to meet the ranging needs.</p> <p>Cause for concern referrals now evidence teacher actions and impact clearly.</p> <p>Whole school intervention approach has ensured greatest staff efficiency and therefore increased progress across the school.</p> <p>CPDL has supported staff knowledge and confidence.</p> <p>6 EHCPs were secured and 4 pupils received places at specialist provision in line with parental preference.</p> <p>Increased SENDCO monitoring has led to earlier identification in EYFS and accelerated progress across</p>

<p>Purchase of additional reading books including banded books plus reading for pleasure books.</p>	<p>EEF Improving Literacy in KS1 Recommendations 2, 3 & 4 EEF Improving Literacy in KS2 Recommendations 3</p> <ul style="list-style-type: none"> • Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET Phonics Programme. • 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. 	<p>4</p> <p>£5,000</p> <p>£1,000</p> <p>£1,000</p> <p>£1,000</p>	<p>SSP programme more consistent in delivery; assessment is accurate and rigorous; gaps are identified early and targeted.</p> <p>Pupil voice evidences a more positive view of reading - the wide range of new books have supported book choice for pupils.</p> <p>Reading is high profile across the curriculum; this was evidenced in book scrutiny and within planning.</p> <p>An increased amount of reading at home was evidenced over the year – reading book prizes supported reading for pleasure excitement.</p>
<p>Additional support staff time allocated to deliver structured interventions within English (including phonics) and Mathematics particularly number and calculation.</p>	<p>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</p> <ul style="list-style-type: none"> • A significant number of pupils require additional targeted support to develop age appropriate English and Mathematical skills. 	<p>1 & 6</p> <p>£20,000</p>	<p>Reading and writing outcomes for KS2 were in line with national.</p> <p>Reading outcome = 70%</p> <p>Writing outcomes = 70%</p> <p>Maths outcomes = 75%</p> <p>Combined = 60%</p> <p>Increased use of TTRS at home due to the regular competitions.</p> <p>Professional recommendations (SIT and EPS) plus pupil progress meetings identified gaps and needs efficiently,</p>

	<ul style="list-style-type: none"> Centralised intervention plan targets small group intervention for maths, phonics and English. Priorities reviewed regularly. SENDCO and inclusion team release time to plan and prepare. Structured intervention resources purchased to support pupil access to learning. 	<p>£5,000</p> <p>£4,000</p>	<p>this informed the whole school intervention timetable.</p> <p>Intervention trackers used to track progress and impact of interventions.</p>
<p>Music supports pupil mental health and wellbeing, resources and CPDL accessed to increase staff confidence and pupil engagement.</p>	<p>EEF Effective Professional Development – recommendation 2</p> <ul style="list-style-type: none"> Purchase of music resources to ensure 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. 	<p>8</p> <p>£500</p>	<p>Musical productions were well attended by parents, pupil confidence to perform is increasingly.</p> <p>Singing assemblies are well established and pupil voice is increasingly positive about singing.</p> <p>Staff voice evidences increased confidence to teach most of the curriculum through the subject lead/trust lead CPDL.</p>

Activity - Spending allocated £46,100 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.	EEF Improving Literacy in KS1 Recommendations 1 & 8 EEF Improving Literacy in KS2 Recommendations 6 & 7 <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. • Staff training to secure consistency in approach to delivering highly structured interventions and to support application in the classroom. 	4 £20,000 £5,000	SALT programmes were delivered in-line with professional recommendations across the Academy. Staff felt better prepared to deliver these. 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 practitioners e.g. photos, photos and words, language flowers etc.
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 	3 £5,000	CPDL from inclusion team plus EPS developed deeper understanding around intervention management, delivery and organisation. Interventions were more efficient due to targeting need across the school and not

	<p>including emotional literacy, gross motor and social skills. Priorities reviewed regularly. SENDCO and inclusion team release time to plan and prepare.</p> <ul style="list-style-type: none"> • Structured intervention programme resources purchased to enhance the delivery e.g. socially speaking, Lego therapy. • 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. 	<p>£500</p> <p>£200</p> <p>£2,000</p>	<p>just within one class. Clear start and end points used to assess impact and progress.</p> <p>Interventions have clear start point assessments and exit point assessments to measure progress; this supports next steps in interventions or alternatively, next steps in within the classroom.</p> <p>Interventions are now well resourced to meet the needs/intentions of the programme e.g. lego kits, coloured card strips, magnetic and wooden letters, socially speaking board game etc.</p> <p>Inclusion team can talk more confidently about how gaps and needs are being supported across the school, they can prioritise better.</p> <p>Class teachers are more accountable for their class as a whole, they can talk about assessment accurately including gaps, needs and strengths in pupil progress.</p>
<p>Teaching Assistants are trained to support pupils to develop age-appropriate, independent learning skills which in turn supports an intrinsic desire to learn.</p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>Recommendation 3</p> <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. 	<p>3</p> <p>£10,000</p>	<p>Planning identifies focus groups and pupils to ensure assessment leads to positive impact through effective use of resources including TAs.</p> <p>Classroom routines and expectations are embedded.</p> <p>Pupils are more active learners.</p> <p>Core values continue to be embedded across the Academy – PRIDE (positive, respectful, independent, determined,</p>

	<ul style="list-style-type: none"> • Training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom is high quality. 	£400	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 understanding which in turn supports engagement with home learning.	<p>EEF Working with Parents to Support Children’s Learning – recommendations 2 & 4.</p> <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	Phonic workshops, which included family learning, supported parent understanding of how to support at home. The more consistent use of planners supported communication with parents; an increased number of parents supported pupils with learning at home. MTC parent workshop supported parent understanding of how to support at home. The use of TTRS competitions, including rockstar winners, supported an increased engagement with timetable practise at home. Regular home reader competition plus links with the local library increased the number of pupils reading at home at least 4 times a week.

Activity - Spending allocated £24,000 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
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 help to break down barriers to attendance. 	2 £12,000	The attendance pathway was followed rigorously. Overall attendance was 92.7% which is at national (92.8%). End of year attendance data increased from end of 22-2023. PA reduced over the year (21.8%) and ended in-line with national (20.7%).
Teaching assistants deliver structured emotional literacy and social skills interventions.	<p>EEF Improving Social and Emotional Learning in Primary Schools – recommendation 1</p> <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	<p>Emotional literacy training has supported whole staff understanding; pupil strategies are clear and consistently employed by all staff.</p> <p>Individual behaviour plans, for identified pupils, support them to understand ‘success’.</p> <p>No suspensions or exclusions during 2023-24; pupils were able to regulate emotions more timely and use appropriate strategies and spaces more effectively.</p>

<p>A range of after school clubs are provided free of charge – uptake by disadvantaged pupils is closely monitored and pupils are targeted.</p>	<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’. 	<p>7</p> <p>£2,000</p>	<p>82% of pupils attended an after school club in 2023-24 (increasing from 78% 22-23) with 71% attending a sports after school club.</p> <p>Pupils were well targeted and the broad range supported engagement.</p> <p>In additional, further pupils (including those with SEND) were targeted within the school day to access enhanced provision e.g. sensory circuit, RUFC.</p>
<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 adults in school, additional staff costs. • The purchase of condiments e.g. butter, jam, milk to ensure all pupils can access breakfast free of charge. 	<p>8</p> <p>£1,200</p> <p>£800</p>	<p>Over half of our pupils access breakfast each day. Pupils enjoy having breakfast in class.</p> <p>We know that all pupils have the opportunity to have breakfast; vulnerable pupils are monitored closely.</p> <p>This has supported readiness for learning.</p>
<p>Positive reinforcement is used to embed good behaviour across the Academy.</p>	<p>EEF Improving Behaviour in Schools – recommendation 4</p> <ul style="list-style-type: none"> • Purchase of learner level badges. • Purchase of stickers. • Class dojo reward events. • Learning rewards throughout the year. 	<p>8</p> <p>£3,000</p>	<p>No suspensions or permanent exclusions.</p> <p>Gold learner numbers increased with over 50 pupils gaining this by the end of the year.</p> <p>Small reward targets supported pupils to strive for success – they enjoy talking about how many dojos they have earned and why, plus, where they and others are on the recognition ladder.</p> <p>The core value learning dispositions have supported pupils to understand how to be a successful learner.</p>

