

# Spring Vale Primary Pupil Premium Strategy Statement 2023-2026



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Spring Vale Primary School
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	140 (36%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr C Blunt – Headteacher
Pupil premium lead	Mrs K Kelly – Deputy Headteacher
Governor / Trustee lead	Mr I Spooner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,700
Recovery premium funding allocation this academic year	£20,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£224,000

## Part A: Pupil premium strategy plan

### Statement of intent

At Spring Vale Primary School, we aim to ensure teaching and learning opportunities meet the needs of all pupils, irrespective of their backgrounds or the challenges they may face, to enable them to make excellent progress and achieve high attainment in all subject areas.

We aim to overcome any barriers to develop essential knowledge and skills so that our pupils can succeed, beginning with early reading. We aim to provide our pupils with high quality first teaching, which is at the heart of our whole school approach, with a tailored curriculum to suit disadvantaged learners. This is proven to have the greatest impact on closing the disadvantage gap by the The EEF (Education Endowment Foundation), whilst at the same time suiting the needs of all learners.

### The pupil premium is allocated:

- For any pupil registered as free school meals at any point in the last 6 years (Ever 6)
- For any pupil who has been looked after for 1 day or more
- For any child who has been adopted from care
- For any child who has left care under a special guardianship order, a residence order or a child agreement order
- For any child whose parents are currently serving in the armed forces

Our pupil premium money has been used to provide a range of additional support for our children to enable them to make progress and ensure the gap between disadvantaged and others is closed. Our Pupil Premium Strategy is rooted through our whole-school ethos.

### Our objectives are:

- ✓ In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.
- ✓ Attendance of Pupil Premium children is at least in line with peers.
- ✓ Achieve and sustain improved wellbeing for all pupils in school. Children entitled to Pupil Premium grant are prepared to be successful in transition to next year groups or secondary school.
- ✓ All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.
- ✓ In Year 1, the percentage of children who are entitled to Pupil Premium passing the Phonics Check is at least in line with national.
- ✓ In Year 2, the percentage of children who are entitled to Pupil Premium achieving EXS in reading, writing and maths combined shows a narrowing of the gap from %GLD in EYFS.
- ✓ In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with national.
- ✓ By the time children leave Spring Vale in Year 6, children eligible for Pupil Premium achieve in line with their peers at both EXS and GDS.

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils starting Reception have low starting points. We observe communication and language gaps with our disadvantaged children and their peers. Children can struggle with social skills such as sharing and are not physically school-ready for example toilet trained or able to feed themselves.
2	Attendance and punctuality are a barrier for our children. Currently, attendance of disadvantaged learners is lower than that of their peers.
3	A significant number of our children require tailored pastoral support. This is particularly evident with our disadvantaged pupils who are increasingly being identified as needing support for self-esteem, managing emotions and behaviour and anxiety etc.
4	A high number of our disadvantaged learners report fewer opportunities to access cultural capital and life experiences outside of school.
5	In Years 1 – 4, disadvantaged pupils are less likely than their peers to achieve ARE.
6	In Years 5 and 6, disadvantaged children are less likely than their peers to achieve GDS.
7	Disadvantaged children across school, but particularly in Reception and Year 1, have poorer decoding skills than their peers and are therefore less fluent in reading.
8	Across school, disadvantaged children's basic skills are poorer than those of their peers – times table recall, handwriting and spelling.
9	Some children across school lack knowledge and understanding of the world around them. They can also lack aspiration for the future – this is disproportionately our disadvantaged children.
10	Across school, some children attend school on a morning not ready to learn as their basic needs have not been met – tired, hungry etc.

## Intended outcomes

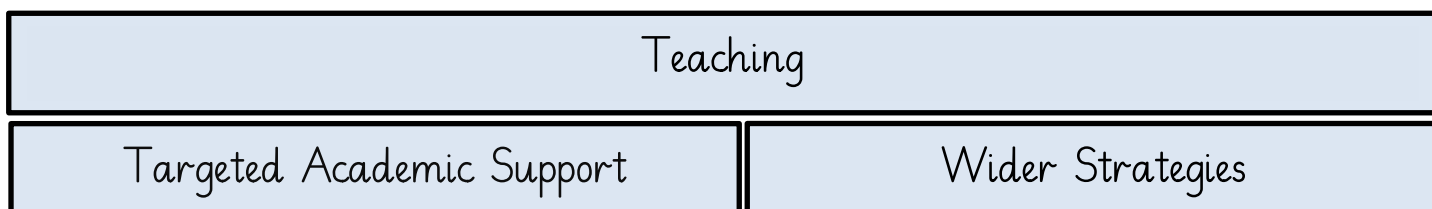
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.	Pupil Premium children have strong and secure foundations for learning. Barriers to learning for Pupil Premium children and families are tackled. Children are ready to learn. Ready for school meeting held with HT/DHT in July to inform and support parents.

Attendance of Pupil Premium children is at least in line with peers.	Pupil Premium children's attendance does not affect their learning. Sustained high levels of attendance to be demonstrated by attendance tracking 2023-24.
Achieve and sustain improved wellbeing for all pupils in school. Children entitled to Pupil Premium grant are prepared to be successful in transition to next year groups or secondary school.	Pupil Premium children settle quickly into new classes and progress continues. Year 6 children are supported with managing anxieties around secondary schools. Pupil voice outcomes and teacher identification supports children with effective and rapid intervention where necessary.
All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.	Cultural capital checklists are completed by children in PSHE books. Curriculum Ambassadors centralised on display. Children are given experiences they may not receive elsewhere – they will learn to play brass and guitar in school. The percentage of Pupil Premium children attending residential visits is 100%. Registers taken from all after school clubs show regular attendance of children who are eligible for Pupil Premium.
In Year 1, the percentage of children who are entitled to Pupil Premium passing the Phonics Check is at least in line with national.	Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium achieving EXS in reading, writing and maths combined shows a narrowing of the gap from %GLD in EYFS.	Pupil Premium children have received support and challenge to allow them to succeed. Barriers have been removed to allow children to achieve in line with national expectations.
In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with national.	Pupil Premium children have a secure knowledge of times table recall facts and this is then not a barrier to deeper mathematical learning.
By the time children leave Spring Vale in Year 6, children eligible for Pupil Premium achieve in line with their peers at both EXS and GDS.	Pupil Premium children complete the full curriculum for KS2 and achieve in line with their peers at both EXS and GDS.

### 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: £147,383

Barrier Tackled	Tier 1: Teaching	Research supporting action	
1 7	<b>Teacher led intervention for KS1 reading and Phonics (Named PP teacher)</b>	<b>£56,902</b>	+4 EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.
1 3 7 10	<b>Teacher led intervention for Reception – HLTA</b>	<b>£35,050</b>	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.
1 3 7 10	<b>PP teaching assistant to work with FSM children in Early Years (across two classes)</b>	<b>£24,352</b>	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.
6 8	<b>Year 6 to be taught in 2 groups of 15 for maths and literacy – (highest % PP)</b>	<b>£0</b>	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.
1 5 6	<b>3 x Early Career Framework Training Packages</b>	<b>£2500</b>	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good

7 8 9 10			versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.
1 5 6 7 8	<b>Staff Training (To be met and addressed through school year)</b>	<b>£4,000</b>	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
4 10	<b>Cultural Capital and Curriculum CPD Training all staff</b>	<b>£0</b>	Teacher Toolkit 2019: Examples of positive personal character strengths, or virtues, include honesty, resilience, courage, perseverance and compassion. The aim of character education is to equip children and young people to lead flourishing lives, by supporting them to develop these traits. “all the explicit and implicit educational activities that help young people to develop positive personal character strengths or virtues.”
1 3 5 6 7 8	<b>CPD for TAs – EEF ‘The Impact of Feedback’</b>	<b>£0</b>	+8 EEF: Feedback studies tend to show very high effects on learning. Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning.
1 3 5 6 7	<b>In house coaching and mentoring – Teaching Pairs</b>	<b>£0</b>	Teachers given the opportunity to see their areas to develop being used effectively in the classroom – given tools to improve.

8			
1 2 5 6 7 8	<b>Termly Pupil Progress Meetings between DHT and teachers to track progress of all PP children</b>	<b>£0</b>	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
6	<b>Greater Depth reading group to target PP children in Year 6</b>	<b>£0</b>	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.
3 5 6 8	<b>Pupil Premium Class Trackers</b>	<b>£0</b>	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
3 5 6 8	<b>SEND Transition Trackers</b>	<b>£0</b>	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
1 5 6 7 8	<b>NPQs x 6</b>	<b>£1000 – cover costs</b>	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)

1 5 6 7 8	<b>PPA Cover to be delivered by in house teachers to maintain standards</b>	<b>£23579</b>	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
	<b>Total Spend</b>	<b>£147,383</b>	

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

Budgeted cost: £16,810

What is the barrier?	Tier 2: Targeted Academic Support	Research supporting action	
6 7 8	<b>Y6 Easter school</b>	<b>£2,000</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. School closed for voting – disruptive timetable pre SATs.
6 7 8	<b>Y6 after school boosters (Spring and Summer term)</b>	<b>£3,000</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
7	<b>Collins reading resource subscription</b>	<b>£560</b>	+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
8	<b>Spelling Shed</b>	<b>£2,000</b>	Writing assessments Y2/6 – spelling objectives must be met to achieve EXS – how do we prepare children for this?



8	<b>Nelson Handwriting</b>	<b>£2,000</b>	Writing assessments Y2/6 – spelling objectives must be met to achieve EXS – how do we prepare children for this?
8	<b>Timestable Rockstars</b>	<b>£300</b>	STA Times tables check administration 2022 – giving all of our children fair chance to achieve
8	<b>MyMaths Subscription</b>	<b>£350</b>	+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
1 5 6 7 8	<b>Precision Teaching</b>	<b>£0</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
1	<b>WellCom</b>	<b>£600</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
1 5 6 7 8	<b>Whole school tutoring</b>	<b>£4000</b>	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
1 3	<b>Cool Kids programme and</b>	<b>£2000</b>	+5 EEF: Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area

10	<b>sensory package</b>		may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities.
<b>Total Spend</b>		<b>£16810</b>	

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

Budgeted cost: £60,565

What is the barrier?	Tier 3: Wider Strategies	Research supporting action	
4 9	<b>Trip subsidy / External visits to school (estimation)</b>	<b>£5000</b>	Quotes from PP children on trips: "I like going places we have learnt about with my class." "Towers showed be I can push myself to try new things." "Trips help me to understand what I have learnt about."
4 9	<b>Spending on experience weeks in school e.g. Health Week and Arts Week</b>	<b>£5,000</b>	Children are given opportunities to develop confidence in Health and Art weeks.
4 9	<b>Y2/ Y6 residential</b>	<b>£6,000</b>	+4 EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.

1 4 5 6 7 8	<b>Remote learning accessibility</b>	<b>£1000</b>	Evidence from school closures showed children struggling to access technology due to lack of resources/availability of these resources.
1 2 4 5 6 7 8 9	<b>Curriculum Maps to promote parental engagement</b>	<b>£0</b>	+3 EEF: The association between parental involvement and a child's academic success is well-established.
4 9	<b>Music School – wider opportunities and brass tuition</b>	<b>£4,900</b>	Quotes from PP Brass Players on its value in our curriculum: “Brass is a chance to be good at something else that isn't just in the classroom. It is a good opportunity to show a skill to parents.”  “It is fun and I am proud of how much better I am now!”
4 9	<b>Whole class guitar lessons for Year 5</b>	<b>£2000</b>	+3 EEF: Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.
1 2	<b>Breakfast club provision for children</b>	<b>£450</b>	The National School Breakfast Programme: Research has shown a direct link between the breakfast habits of children and

3 10	<b>under social care plans</b>		their educational attainment, with children in primary schools where breakfast is provided achieving on average up to two months' additional academic progress over the course of a year.
3 4	<b>Extra lunchtime learning and play leaders x 2</b>	<b>£3,500</b>	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.
3 10	<b>EWO/BAMS worker to carry out social/emotional work with targeted children</b>	<b>£27,775</b>	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.
3	<b>Good to be Green behaviour tracking</b>	<b>£0</b>	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.
2	<b>Attendance Weekly assemblies and certificates</b>	<b>£0</b>	Children need to be in school to access the curriculum and make expected progress

3	<b>2 staff trained as 'Mental Health First Aiders' to enhance social and emotional intervention</b>	<b>£490</b>	Children have missed a significant part school and routines have changed significantly –COVID19.
4 9	<b>Now Press Play</b>	<b>£3500</b>	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.
4 9	<b>Public Speaking</b>	<b>£600</b>	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.
3 9	<b>First Aid training for children</b>	<b>£350</b>	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.
1 2 3 4 5 6 7	<b>Parental Engagement</b>	<b>£0</b>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.

8			
<b>Total Spend</b>		<b>£60565</b>	

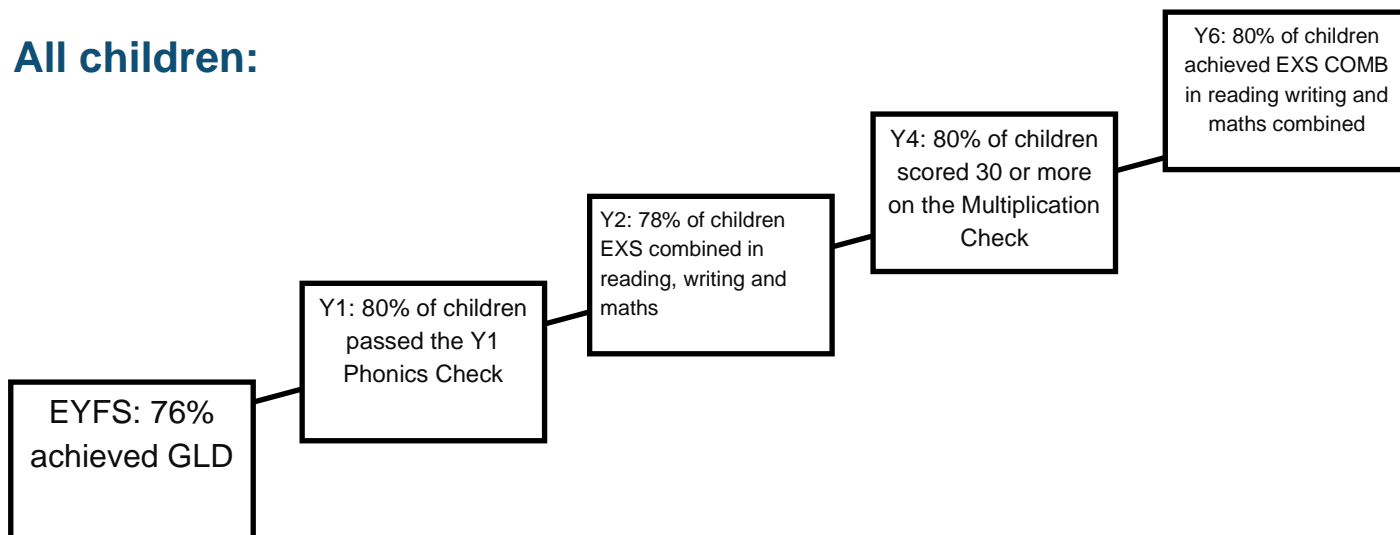
**Total budgeted cost: £224,758**

## Part B: Review of outcomes in the previous academic year

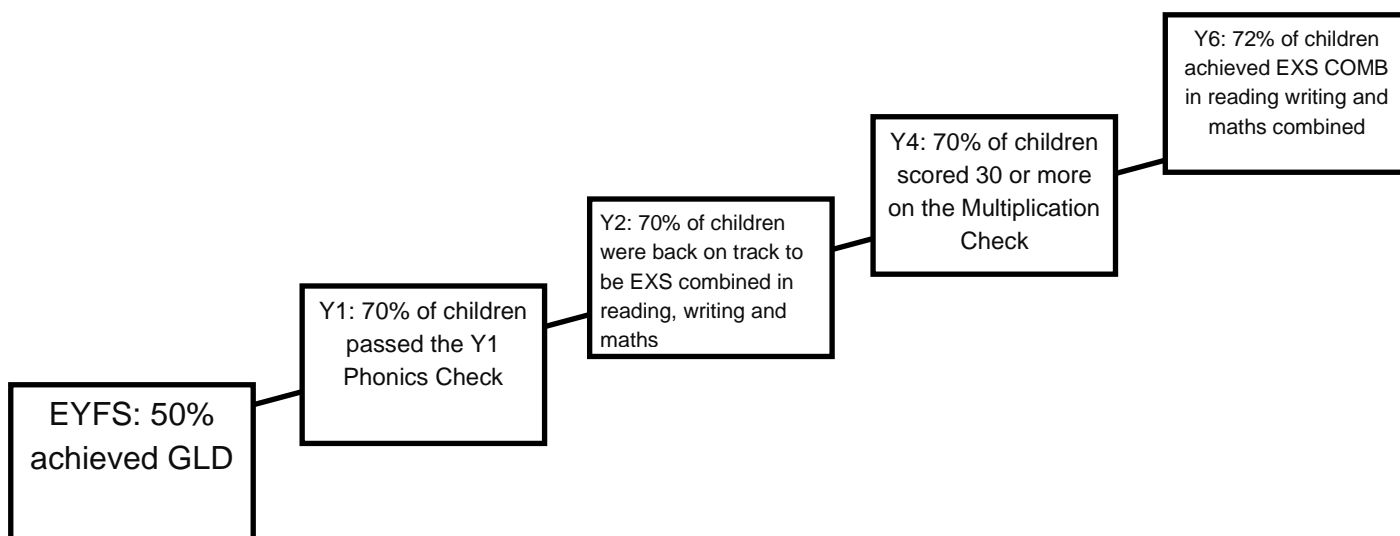
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### All children:



#### Children eligible for PP:



### 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

<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	Connex Education

## Service pupil premium funding (optional)

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	No children entitled to Service Pupil Premium.
What was the impact of that spending on service pupil premium eligible pupils?	No children entitled to Service Pupil Premium.