

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Springwood Primary School
Number of pupils in school	299
Proportion (%) of pupil premium pupils	59%
Academic year covered by strategy plan	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jacqui Wennington
Pupil Premium lead	Judith Pitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,102.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,724.67

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupil Premium activities are planned to provide the support and strategies needed to facilitate increased engagement with learning for our pupils, enabling them to make progress in all areas of learning. The development of communication skills is a priority for our pupils as this increases their understanding of learning, independence and interaction with people at home, in school and within the wider community.

Challenges

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

Challenge number	Detail of challenge
1	The additional needs of pupils are a barrier to their learning, including communication and interaction difficulties, sensory processing needs.
2	The majority of pupils have communication needs and some have additional EAL needs which impact on their understanding of language.
3	Pupils do not have opportunities to participate in activities outside of school due to parents / carers own need for support with care for their child.

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 will develop their understanding of language and have an effective means of communicating with others.</p> <p>Staff are confident in strategies for developing pupils' communication skills.</p>	<p>Pupils will demonstrate increased progress in Communication as evidenced in their progress towards EHCP objectives and any formal Speech and Language assessments.</p>
<p>Pupils will access learning and make progress due to targeted support for the development of communication skills, behaviour for learning, sensory processing, within the outdoor learning environment.</p>	<p>Pupils will make expected or better than expected progress towards their progress targets, particularly for communication, and learning from the outdoor environment will be included in assessment evidence.</p>

<p>Pupil Premium pupils (at Craig Hall), for whom it is appropriate, will access Music Therapy sessions as a means of developing their engagement and interaction with learning.</p>	<p>Pupils' engagement with learning, communication and interaction skills will be observed to have increased.</p>
<p>Pupils will have access to learning opportunities outside the classroom that will support the development of skills (educational visits and Year 6 residential).</p>	<p>All Pupil Premium pupils will access educational visits and the residential in Year 6 (subject to parental consent). Pupils' engagement with activities will be observed to have increased.</p>
<p>Joint working between home and school will provide support to address the holistic needs of all Pupil Premium pupils.</p>	<p>Families of Pupil Premium pupils will access the support needed to address the holistic needs of their child (where needed), resulting in the pupils having improved well-being and increased engagement with learning when in school and at home.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £87,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to work with pupils and provide training / support to staff.	Communication is a priority area of development for all the pupils at Springwood as understanding of language and having an effective means of expressing themselves has an impact on the pupil's ability to learn. The specialist skills and knowledge of a Speech and Language Therapist will contribute to the development of these communication skills across the school through direct work with pupils and training / support for staff.	2
Two TA3s to work with classes in the Outdoor Learning Environment, preparing resources and supporting pupils during lessons.	A number of classes access the Outdoor Learning Environment across a week and this has proved to be a motivating environment for learning. Staff members working in this environment will prepare resources that can be used by multiple classes and provide support during activities that often require a higher level of pupil supervision.	1, 2

Targeted support

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapist to work with identified pupils on a weekly basis at Craig Hall.	Due to their special educational needs, some pupils are reluctant to engage with other people and activities. Music is motivating for many pupils and, in a one to one session, the Therapist will follow the child's lead and use this to develop their communication, interaction and engagement. As the pupil's communication and interactions develop, their engagement with learning should also improve.	1, 2

Wider strategies

Budgeted cost: £48,276.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium pupils to participate in educational visits.	Springwood's expectation is that all pupils have the opportunity to participate in an educational visit out of school or access visitors into school on a half termly basis. The families of some Pupil Premium pupils are not able to provide the voluntary contribution towards these activities. If the funding was not available, these activities may not take place and pupils would not have access to these activities which enhance and motivate pupil learning.	3
Two Family Liaison Officers to provide additional support for pupils and their families.	Recognition of the need to support our vulnerable families in order to promote the holistic development of our pupils. The high level of support needed by Springwood families has led to the decision to employ a second Family Liaison Officer to provide a point of contact for all Pupil Premium families within school (where needed).	3

Total budgeted cost: £139,976.00

Pupil Premium funding also includes:

Free School Meals £73,853.00

Pupil Premium Plus £6,600.00

Post Looked After £4,300.00

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 2021 to 2022 academic year.

Intended outcome	Success criteria
<p>Pupils will develop their understanding of language and have an effective means of communicating with others.</p> <p>Staff are confident in strategies for developing pupils' communication skills.</p>	<p>Pupils will demonstrate increased progress in Communication as evidenced on SOLAR / IEPs and any formal Speech and Language assessments.</p>
<p>The Speech and Language Therapist employed by school has been continuing to work with 24 TA3s who have been identified as communication champions for different interventions including Intensive Interaction, Aided Language Displays, Proloquo2go, PECS and TOBIs. This has included a mixture of information provision, supporting TAs in class, and providing advice for how to use these interventions with specific children. These interventions have also been modelled for and discussed with other TAs while present in class. Some of the TAs being worked with have reported to be more confident using the targeted interventions, using them more frequently, and reported developments in the communication skills of children in their class as a result, such as improved engagement, tolerating more physical closeness, supporting requesting skills and shared attention.</p> <p>Eight children have been seen for 1:1 therapy and a further 46 to complete assessments, reviews and give advice/strategies for use in class. Children who have received 1:1 input have shown improvements in speech production, language and/or functional use of AAC.</p>	
<p>Pupils will access learning and make progress due to targeted support for the development of communication skills, behaviour for learning, sensory processing, and within the outdoor learning environment.</p>	<p>Pupils will make expected or better than expected progress towards their progress targets, particularly for communication, and learning from the outdoor environment will be included in assessment evidence.</p>
<p>Comparison of data for the end of the Autumn and Spring terms has shown an increase in the number of pupils on target and exceeding target. 82% of Key Stage 1 and 84% of Key Stage 2 are making expected or better progress.</p>	
<p>Pupil Premium pupils, for whom it is appropriate, will access Eye Gaze technology as a means of improving their communication and accessing leisure software.</p>	<p>Pupils will demonstrate expected or better progress towards their targets.</p> <p>Pupils will be observed to be using eye gaze as a means of communication.</p>
<p>Two pupils in Ants class are receiving eye gaze input every week. Within these sessions, they have been working on their eye-pointing skills, recognition of symbols, and they have been encouraged to access menus within the eye-gaze interface. A cause-and-effect application is being used to engage the girls in their learning and help them to remain focused within sessions. When accessing the app on the eye-gaze, the pupils are verbally prompted to control the functions in the app by eye-pointing to specific symbols, eg in one of the cause and effect apps, they have been eye-pointing to start/stop symbols on the eye-gaze to start/stop a train on a track. In recent sessions, one of the pupils has been accessing more of the screen and has shown improvement in both her receptive/expressive language during these sessions. The other pupil has shown herself to be a more confident eye-gaze user and has demonstrated an increased understanding of symbols, which she has been using to navigate the screen and to greet peers/adults.</p>	

<p>In Butterflies class, two pupils also receive 1:1 input as well as support for the use of Eye Gaze in the classroom, eg during Greetings. One pupil has become increasingly confident in navigating through the Eye Gaze, often using it to independently make requests, eg 'Ed Sheeran please'. When verbally asked, he can also navigate between named pages/folders. The other pupil has also become confident in navigating through his Eye Gaze, following verbal instructions to move between folders, eg moving from colours to feelings during Greetings. The impact for both pupils is an improvement in their expressive communication and confidence in communicating.</p>	
<p>Pupil Premium pupils (at Craig Hall), for whom it is appropriate, will access Music Therapy sessions as a means of developing their engagement and interaction with learning.</p>	<p>Pupils' engagement and interaction with learning will be observed to have increased.</p>
<p>This Creative Music Therapy approach has resulted in pupils, who initially demonstrated no acknowledgement of the Music Therapist's presence, interacting during sessions. This has included sharing the keyboard to play; playing in response to the Therapist's singing; allowing some hand on hand interaction. The skills that the pupils are starting to demonstrate are all fundamental skills necessary for the development of communication, eg attending to a person, using physical contact / eye gaze, taking turns, listening and responding, starting to use noises with meaning.</p>	
<p>Pupils will have access to learning opportunities outside the classroom that will support the development of skills (educational visits and after school clubs).</p>	<p>All Pupil Premium pupils will access educational visits. All Pupil Premium pupils whose parents request an after school club will attend at least one club. Pupils' engagement with activities will be observed to have increased.</p>
<p>After School Clubs have not started up again yet due to issues over having enough staff available to run the clubs safely. Educational visits have only recently started again. Pupil Premium has part funded visits to Smithills Farm and Warrington Play and Sensory Centre. It has also contributed towards the cost of the Year 6 residential to Bendrigg for Pupil Premium pupils.</p>	