

# 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	355
Proportion (%) of pupil premium pupils	59.88%
Academic year covered by strategy plan	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jacqui Wennington
Pupil Premium lead	Jeanette Woodward-Styles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£306773.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£103.00</b>

# 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
Pupils will develop their understanding of language and have an effective means of communicating with others. Staff are confident in strategies for developing pupils' communication skills.	Pupils will demonstrate increased progress in Communication as evidenced in their progress towards EHCP objectives and any formal Speech and Language assessments.
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.	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>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>Pupils will be able to access inclusion opportunities in a range of settings to improve their academic and social progress.</p>	<p>Pupils have access to a wider range of experiences and are provided with opportunities to engage in a range of activities with their peers.</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: £110,180.67

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
Three TA1s to provide support for pupils to develop communication skills and manage any sensory processing needs and partake in inclusion opportunities.	There are a large number of non-verbal pupils in school who need support to develop their expressive communication skills using AAC. There are also a number of pupils who have sensory processing needs and require support to regulate at various times during the school day. An additional TA1 within some of these classes allows for a higher level of support for the pupils to develop expressive communication and behaviour for learning skills. Where appropriate, pupils will also be supported to access suitable inclusion opportunities.	1, 2
One TA3 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 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: £9000

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: £78,510.00

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: £197,690.67**

## Pupil Premium funding also includes:

**Free School Meals     £100,291.50**  
**Post Looked After     £7,710.00**

## 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 2022 to 2023 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 in their progress towards EHCP objectives and any formal Speech and Language assessments.</p>
<p>The Speech and Language Therapist funded by Pupil Premium has:</p> <ul style="list-style-type: none"> <li>completed EHCP annual reviews by providing a Speech and Language Therapy report</li> <li>created therapy programmes and resources which have been shared with class teachers and parents to continue with support at home</li> <li>completed communication reviews of pupils who are currently open to Speech and Language Therapy and provided advice where appropriate or needed</li> <li>completed blocks of intervention, including 1:1 and small groups to work on pupils' targets.</li> </ul> <p>The Speech and Language Therapist is also writing communication passports for children who are transitioning from mainstream school to Springwood.</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>The two Teaching Assistants who lead Outdoor Learning have been supporting in classes for the majority of this year. All pupils have made progress towards their Communication objectives helped by targeted support from staff, with 64% achieving these objectives. 97% of pupils have made progress towards their Behaviour for Learning objectives, with 64% achieving the objectives.</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>Music Therapy takes place in the therapy room on Thursdays, where the Music Therapist conducts 6 X 30 minute sessions per day. These are currently all individual sessions, rather than group, as the Music Therapist feels that the impact is much greater during individual sessions with the particular children that she has been working with this year, especially pre-formal children. The timetable is reviewed each half term in discussion with the class teacher and TA staff of each child, and a flexible approach allows for any changes in behaviour that may need managing, both in and out of Music Therapy, to be addressed. This year, the Music Therapist has worked with 15 children - some having regular weekly sessions and others on a more 'ad hoc' basis. The Music Therapist works predominantly with children who are classed</p>	

<p>as 'non-verbal' - those with PMLD and those with ASD. A referral system is in place, so that staff can refer any children who they think may benefit from sessions.</p> <p>D has made quite remarkable progress this year, moving from lying on the floor exploring percussion instruments to sitting at the keyboard and playing the keys. Her tolerance to sound has made pleasing progress over the year, allowing her to access more activities in class, such as TacPac and Jabadeo.</p> <p>M has progressed from using the keyboard as a balancing aid while she sways to the music, to now making more purposeful body movements to the music and realising that she can make sounds by pressing the keys. She has also begun to use her voice more intentionally and has recently started to articulate consonants.</p> <p>I's cognitive awareness in the sessions has grown each week and he is now giving much more eye contact, as well as more smiles. He now understands the concept of 'turn taking' - he will vocalise, then wait for the Music Therapist to sing back to him, before vocalising again - and he will do this consistently for up to 10 minutes at a time. He also rocks forward and back to the beat and has started tapping on his tray - also to the beat.</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).</p> <p>Pupils' engagement with activities will be observed to have increased.</p>
<p>Funding was used to contribute towards the cost of the Year 6 residential to Bendrigg for Pupil Premium pupils. These pupils had the opportunity to engage in a range of outdoor and adventurous activities in a specialist environment, and demonstrated good engagement with and enjoyment of these varied activities. They were also encouraged to develop their independence skills through participation in household tasks.</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>
<p>The Family Liaison Team have been implementing their support and guidance to families and professionals throughout the year, and provide a range of signposting to the children's families.</p> <p>They are working on helping parents/families improve their understanding on topics such as:</p> <ul style="list-style-type: none"> <li>- Recent diagnosis</li> <li>- Completing applications to other agencies or providing supporting statements</li> <li>- Coffee mornings where families can come together and learn from the team and other families around them</li> <li>- Signposting and resources</li> <li>- Aids and visuals to use at home</li> <li>- Referrals for Early Help, Neuropathway and respite enquiries</li> <li>- Attendance monitoring and implementing informal plans</li> <li>- Supporting in multi-agency approaches with other professionals</li> </ul> <p>The Family Liaison Team are currently supporting 13 families at TAF and 33 families at CIN.</p> <p>The Family Liaison Team have been focusing time on gathering data to improve communication with parents and ensuring they are a team that are approachable and friendly. The data has enabled the team</p>	

to focus on independent action plans to improve communication with families where English is an additional language and families where there are barriers to communication between them and school.

The team have also been working towards achieving Emotional Friendly Schools which has now been confirmed. The Family Liaison Team are leading on pupil voice by facilitating a School Council at the school for pupils to suggest changes they want to improve the school setting and working within other classes. Rachael has facilitated training on Riding the Rapids.

The Family Liaison Team are also providing spaces for our children and families with activities for all the family, including in the term breaks and a holiday club. These have included coffee mornings, Arty Party with the Lowry, activity-based play, and soft play sessions. This helps our parents to meet other parents and gain support in their community.

### **Actual funding for 2023-24:**

Speech and Language Therapist	£37,000.00
Music Therapist	£8,500.00
Educational Visits	£10,000.00
Staffing, including Family Liaison Officers	£140,906.00
Free School Meals	£76,038.00