



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Gardens Primary School
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	43.5% (national 25.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/7/25
Statement authorised by	Mr. T Jones (Headteacher)
Pupil premium lead	Mr. T Jones (Headteacher)
Governor / Trustee lead	Mr. J Robinson (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,400

Part A: Pupil premium strategy plan

Statement of intent

Our school context of deprivation means that there are a large number of families facing social and economic challenge. Whilst we have moved away from the major issues around Covid, the legacy of the negative impact it had on children's development and learning is something that will be ongoing for some considerable time. We will look to use our funding to counter any negative impacts and also to support our families as we continue to move through a period of economic austerity and financial hardship.

Quality first teaching is at the heart of all our approaches to improvement as this is proven to have the greatest impact on narrowing the gap for disadvantaged children and will clearly benefit non-disadvantaged children also. As we have seen the needs of the children coming into school change, we will ensure that all staff have the appropriate training and skills to effectively meet these changing needs and challenges for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	<p>School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.3 (decile 3) compared to National of 0.2. We have an IMD of 2 (score: 37.2). 56% of our pupils (209 pupils) live in decile 1 & 2 areas and in the 20% most deprived areas nationally. A further 9% (34 pupils) live in decile 3 areas. 65% of our pupils eligible for PP live in deciles 1, 2 and 3 areas.</p> <p>We have a greater percentage of each cohort in Reception, Year 2, Year 3 and Year 4 who are living in the most deprived areas than the upper years of the school. This is also reflected in the highest number of children receiving Pupil Premium funding being year 4 and year 5 (55% and 53% respectively). However it is appreciated</p>

	that due to universal infant free school meals for Reception to Year 2, the figures for these year groups are not always as reflective as the upper years.
2	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care, family support workers and Early Help Assessments (EHA). Currently a significant % of our current caseload are pupils eligible for PP. Many of our families need support from school to help them to address their family's needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities.
3	Attainment on Entry: More than 70% of our children enter nursery with knowledge and skills that are below those expected for their age in the majority of the curricular areas. A significant proportion have skills that are working within 16-26 months in the specific areas of the curriculum. On average at least a third of our cohorts require SALT referrals.
4	SEND: Inspection Data Summary Report (IDSR) October 2024 release identified 24% of pupils receiving SEN support, well above national average. A further 1.4% of pupils had an EHC plan which is below national average. SEN cohorts vary across year groups. Currently the percentage of pupils across the school (Rec-Y6) with identified SEND is 27.4% (November 2024). Currently 51% of pupils registered for FSM6 have an identified SEND.
5	During the academic year 2023-24 FSM6 absence was 7.3% which was below national attendance FSM6 absence figure of 5.9% (Year 1 – Year 6 pupils).
6	Mobility and Stability: We continue to have a number of children come and move away from school during the year. Within the first half term of 2022-23 alone we had 9 new starters across the school.

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
Widen Opportunities for PP children	PP children are able to access extra curriculum clubs; increases engagement and attendance in school

Children attend school and are ready to learn at the start of the day	All children who need access to are able to attend the school's Breakfast club, free of charge
Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
Continue to ensure that teaching, learning and assessment across the school is at least good for all pupil groups with a large proportion outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be at least good overtime ensuring the majority of pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
Continue to improve children's mental health, wellbeing and behaviour through the introduction of Thrive and the Thrive Approach and introduction of Mental Health first aid.	Pupils who are experiencing emotional and behavioural difficulties will be supported through Thrive and/or Mental Health First Aid approaches/Care, Guidance and Support Lead. This will ensure the mental health and well-being of our pupils remains a high priority.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 72000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Increase ratio of support within Reception year group to initiate swift and effective intervention and reduce the ratio, increasing adult: pupil time	EEF Toolkit shows that small group tuition has moderate cost to +4 months impact gain https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 & 3
Access to CPD provided through the LA to ensure that staff continue to have the most up to date knowledge and understanding of how best to support the children in their class	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2,3,4 & 5

Continue to ensure that teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	Maintain focused leadership time to continue to raise standards across the school. CPD training for staff to impact on teaching and learning. A continued specific focus on 'PACE' of learning, personalised learning opportunities and effective questioning.	5
Experienced member of staff deployed into early years to ensure intervention and support for those in most need can be accessed	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions We know that our youngest children have areas of concern with their oral language – this role will be to focus on this area to ensure that the children leaving Early Years have a sound grasp of appropriate language etc.	1 & 3
To purchase home/school reading books which are in line with the school SSP and encourage / support children's engagement with reading	Whilst we have already used funding to purchase the minimum range of new books we need to supplement the current books and ensure that there are no barriers to being able to give the children the appropriate and correct reading book	1-4
To broaden the number of staff trained on our chosen SSP to ensure consistency and continuity throughout the school	Our chosen SSP has been introduced into Early Years and KS 1 but this will need to be built upon and consistency shared across all practitioners, specifically where a third of our PP cohort are also on the SEND register. Therefore the focus of training will be within lower Key Stage 2 Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage supplementary staff within Key Stage 2 to give extra small group teaching within core subjects	EEF Toolkit shows that small group tuition has moderate cost to +4 months impact gain https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 & 3
Continue to engage with Lexia support	Targeted reading support for small / 1:1 groups of children	2 & 4
Through links for Age Concern UK, Create mentoring opportunities for role models	In engaging with volunteers who can share their life experience and broaden the children's understanding of what they can achieve, create positive role models for the children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rates; Care Guidance and Support Lead to monitor pupils and quickly follow up on absences and offers pastoral support for individuals and families Care Guidance and Support Lead and HT will collaborate to ensure provision and	Children need to be in school to be able to learn – as a school, actively investigate pro-active and positive ways to engage children	5

<p>standard school processes work smoothly.</p> <p>Daily, Weekly and ½ termly monitoring of attendance.</p> <p>Breakfast club to be used to support poor school attendance</p>		
Continue to train staff as Mental Health First Aiders	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2 , 3, 4 & 6
Subsidise trips / opportunities for children	Engagement in learning in paramount for all children – this will ensure that no child will miss out on any opportunity for their learning as a result of financial hardship	1

Total budgeted cost: £ 192,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was broadly in line with expected progress or slightly below in some areas. However, at the end of key Stage 2 our Pupil Premium children made greater than expected progress across all areas of reading, writing and maths. Although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, it is apparent that we need to continue to focus our support in primarily ensuring the children are ready to learn emotionally.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils fluctuates from different cohorts but we can say with certainty that in all areas there has been challenges around mental health and wellbeing and these continue to be a significant barrier and influencing factor. Whilst on the whole behaviour across school is good, there have been limiting factors on the ability of school staff to complete the work planned during the last academic year. We now believe these barriers to be reduced and therefore are confident that with the previously planned strategies now being able to be carried out, the impact will be more positive moving forward.

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
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Due to the ever increasing number of children who are qualifying for pupil premium we now have cohorts who are more than 50% pupil premium. Therefore, the strategies moving forward are significantly focused on supporting the whole cohort as opposed to smaller groups