

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Springfield Primary School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	28% (124 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jacquelyn Pick
Pupil premium lead	Nicola Esser
Governor / Trustee lead	Debbie Knight

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,730
Recovery premium funding allocation this academic year	£9,750
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,217
<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	<b>£207,697</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Springfield Primary School, we believe that financial deprivation should not prevent children from achieving their full potential. High-quality teaching and having high expectations of pupils are at the heart of our approach. We ensure that teaching is responsive to the needs of all pupils and our curriculum is designed to raise aspirations and enable children to thrive, becoming well-rounded individuals prepared for life in modern day Britain. Our Pupil Premium Grant expenditure is planned to support access to our standard curriculum as well as to provide experiences and enrichment opportunities so that all of our pupils have the opportunity to thrive.

## Challenges

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

Challenge number	Detail of challenge
1	53% of safeguarding concerns raised are on disadvantaged pupils
2	13% of our disadvantaged pupils have social, emotional and mental health challenges that can impact their achievement and engagement in school life.
3	27% of our disadvantaged pupils have speech and language difficulties, SEND or ongoing health issues and concerns that impact their school life.
4	Over the past year, attendance of our disadvantaged pupils is significantly lower in comparison to their counter parts.
5	In some year groups, some disadvantage pupils do not perform in line with their non-disadvantaged pupils.

## 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
Develop teaching and learning provision for children receiving the Pupil Premium Grant.	Pupils achieve national outcomes in KS1 and KS2 in reading, writing and maths. The attainment gap will close between disadvantage and non-disadvantage pupils.
Enhance the provision for children receiving the Pupil Premium Grant to reduce or mitigate the effects on academic, emotional and social development.	Pupils take part in enrichment activities. Pupil surveys reflect positive attitudes about trips, clubs and other enrichment opportunities.
Improve attendance of children receiving the Pupil Premium Grant.	Attendance of children receiving Pupil Premium Grant will improve and the gap between disadvantage pupils and non-disadvantage pupils narrows.

## 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: £101,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced cover supervisors assigned to provide consistent quality teaching of pupils in a whole class setting.	<p>Teachers are afforded PPA time to plan effective teaching and learning opportunities while the class continues to receive consistent high quality teaching from known members of staff.</p> <p>Cover supervisors are allocated classes that they work with throughout the year allowing them to develop a sound understanding of pupil needs. This in turn enables them to provide effective feedback which evidence shows has “very high impact on learning outcomes” (EEF, 2021).</p>	5
Recovery staff – Teaching Assistants	<p>Pre-teaching and interventions that respond to current learning difficulties are known to be effective in supporting confidence and progress.</p> <p>“Research on TAs delivering targeted interventions in one to one or small group settings show a consistent impact on attainment of approximately three to four additional months’ progress.” (EEF 2022)</p>	2,3,4,5
<p>Accelerated Reader To develop patterns of regular reading and reading for pleasure from an early age. To provide access to wider range of texts and genres.</p>	<p>Reading records of PPG children on average show that the cohort reads less at home than their peers. The online portal provides a pupil and parent friendly way to access texts.</p> <p>Our PPG children report limited access to books at home or opportunities to visit the library. AR provides them with greater access to texts and are an ‘appropriate level of text difficulty’ (EEF,2021).</p>	5

	<p>The programme is designed to be “carefully tailored to pupils reading capabilities and involves activities and texts that provide an effective, but not overwhelming, challenge” (EEF, 2021). EEF state this is a marker of a successful reading comprehension approach.</p>	
Phonics programme / Bug Club books	<p>The aim is to systematically teach pupils the relationship between the sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds” (EEF, 2021).</p>	3,5
National College CPD for all staff on supporting disadvantaged pupils	<p>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” (EEF 2022)</p> <p>A study published by the Education Policy Institute (FletcherWood &amp; Zuccollo, 2020) concludes that “the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years’ experience in front of a class instead of a graduate teacher.”</p>	1,2,3,5
Kapow Computing	<p>A progressive scheme of work for computing, which includes CPD videos and supporting materials to ensure our pupils are receiving high quality and up to date learning and experiences with technology. The aim is for our disadvantaged pupils to have the same experiences with technology as their peers.</p> <p>“Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.” (EEF 2021)</p>	5
Spellzone	<p>Spellzone unlocks the mystery of English spelling and adapts to all abilities. Students can work on tailored learning</p>	3,5

	pathways at their own pace and on any device.	
Phonics Tracker	“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.” (EEF 2022)	3,5
Swimming lessons in Year 4	All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul> (The National Curriculum 2013)	2,3,5
Voice 21 Oracy	“On average, oral language approaches have high impact on pupil outcomes of 6 months’ additional progress.” (EEF 2022)  “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” (EEF 2022)  “We know that a focus on developing language will be beneficial for all pupils, but some studies show greater benefits for pupils from socially and economically disadvantaged backgrounds” (Higgins et al. 2017)	2,3,5

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

Budgeted cost: £20,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language therapist based in school 3 days per week. Children with speech and language delays receive early intervention. PPG children are effectively supported with their speech development to enable them to achieve at least as well as their peers.</p>	<p>Studies of oral language interventions consistently show positive impact on learning. “Oral language approaches have a high impact on pupil outcomes of 6 months additional progress” (EEF, 2021). Speech and language development promotes greater proficiency in reading and supports children’s “use of vocabulary, articulation of ideas and spoken expression” (EEF, 2021).</p>	<p>3,4,5</p>
<p>High quality texts to develop vocabulary across all year groups</p>	<p>There is much evidence regarding children’s vocabulary and the impact of this at all stages in their life. “Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.” (EEF 2022)</p> <p>DFE: the Guidance for Full Opening: Schools (2020) document, schools are directed to prioritise vocabulary: “For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing <b>vocabulary</b>, writing and mathematics), identifying opportunities across the curriculum so the read widely, and developing their knowledge and vocabulary.”</p>	<p>3,5</p>

<p>Interventions to meet the needs of PPG</p>	<p>32% of our disadvantaged pupils also have SEN. By investing in high-quality structured interventions led by both teaching assistants and teachers, we aim to ensure all pupil groups make progress and fulfil their potential.</p> <p>Evidence from the EEF states that “delivering structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.” “The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).” The EEF guide to supporting school planning: A tiered approach to 2020-21</p>	<p>2,5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead based in school 4 days per week. Pastoral base (The Butterfly Room) to provide a space for daily support for pupils, working area for specialists visiting the school and meeting with parents.</p>	<p>The pastoral lead is a deputy DSL and lead practitioner for the Trauma Perceptive Training programme we are running in school. She plays a key role in the safeguarding of our children. 60% of our PPG children are, or have been, subject to safeguarding concerns. A safe, confidential space to manage safeguarding issues and meetings with children, parents and both internal and external agencies is always available.</p> <p>“Parental engagement has a positive impact on progress’ (EEF, 2021) and our pastoral lead provides a point of contact and support for families who require additional support to bridge the gap between home and school life.</p> <p>The attendance of PPG children is not currently in line with their peers, which has a negative impact on their</p>	<p>1,2,3,4,5</p>



	<p>achievement in school. Our pastoral lead is also our attendance officer enabling them to work closely with families.</p> <p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). Evidence suggests that “small improvements in attendance can lead to meaningful impacts for these outcomes.” (EEF 2022)</p>	
Counsellor appointed	<p>We know that some of our children require regular support with specifically trained adults to support emotional well-being. There is currently a lengthy wait for EWHMS (Emotional Wellbeing and Mental Health Service) and cases may not always meet thresholds. We are able to provide this external support on a needs led basis each term.</p> <p>The school Counsellor works with five children each day for a ten week block.</p> <p>“Social and emotional support and interventions in education are shown to improve social and emotional learning skills therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both which may subsequently increase academic attainment.” (EEF 2022)</p>	2
My Happy Mind	<p>My Happy Mind is a program for schools &amp; nurseries, families and organisations. It teaches preventative habits that support positive mental health, resilience and self esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology. The programme is commissioned by the NHS due to the impact the program has on reducing CAMHS referrals along with the overall improvements to the wellbeing of children, staff and parents.</p>	1,2,4

<p>Funded extra-curricular clubs (including</p>	<p>At least one funded club space per PPG child to ensure they experience extra-curricular activities which help to develop their interests, skills and talents that they might otherwise not be able to access.</p> <p>Ofsted's 2008 report 'How far should you go?' concludes that well-planned out-of-classroom activities, which include trips, not only enhance pupils' learning, but can also re-engage those who are hard to motivate.</p>	<p>2,4,5</p>
<p>Subsidising educational visits and Year Six residential</p>	<p>Our Year Six residential provides children with essential life skills and "opportunities to participate in activities that they otherwise might not be able to access" (EEF, 2021).</p> <p>The trip includes a range of activities but physical activity and outdoor adventure learning are a core part. "This has important benefits in terms of health, wellbeing, physical development, self-confidence and self-efficacy" (EEF, 2021).</p>	<p>2</p>
<p>Top up care provision (eg uniform, photocopying homework packs etc)</p> <p>Provide PE kits for pupil premium children.</p>	<p>To ensure all children have access to the full and wider curriculum and are able to engage fully in school life. Providing top up care for PPG children means they are more likely to attend school events and trips, thus enhancing their own experience as well as raising attendance.</p> <p>"It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results"(Third Space Learning, 2019).</p> <p>A large proportion of our pupil premium families are unable to provide appropriate clothing for PE. Therefore, this limits the pupils access to a key part of our school curriculum. 'Physical activity has important benefits in terms of health, wellbeing and physical development' (EEF, 2021) so by providing PE kits we remove a simple barrier to learning and ensure all pupils enjoy an inclusive experience of school life.</p>	<p>2,4,5</p>
<p>Funds reserved for contingency planning</p>	<p>To ensure we have available funds to quickly address unexpected needs that arise during the course of the year. Every</p>	<p>2,3,4,5</p>

<p>and meeting unexpected needs of our pupils.</p>	<p>year our PPG children face unexpected barriers to their learning and with additional consideration given to the rising costs of living and energy bills, particularly in the winter months. For that reason we are safeguarding a small portion of the budget to ensure we can meet those needs appropriately and promptly.</p>	
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## 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 2023 to 2024 academic year.

Our pupil premium number on role is 124. Pupil premium now accounts for 28% of our pupil population.

The My Happy Mind programme has provided preventative habits to support the mental health, emotional resilience and self esteem of our pupils. Parents are also able to access supportive and informative videos through a parent app with overviews of how to support their child at home with building self esteem and dealing with big emotions.

200 clubs have been fully funded using the Pupil Premium Grant, ensuring disadvantaged pupils have the opportunity to experience extra curricular activities including cooking, gymnastics and rock band. This enables the children to develop skills in a range of activities and nurture their talents whilst supporting their academic and social development.

Attendance of disadvantaged pupils is lower than expected but has improved over the last year. Our pastoral lead continues to work with families and gained support from the Local Authority to improve attendance. Actions have been taken and monitored throughout the year. Whilst attendance will remain a priority this year, we only have a small number of disadvantaged pupils who impact the overall percentage.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Bug Club Phonics	Pearson
My Happy Mind	My Happy Mind
Voice 21	Voice 21