

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	422
Proportion (%) of pupil premium eligible pupils	28% (120 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jacquelyn Pick
Pupil Premium Lead	Nicola Esser
Governor	Debbie Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,336
Pupil premium funding carried forward from previous years	£6336
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	£181,672

Part A: Pupil premium strategy plan

Statement of intent

At Springfield Primary School, we are committed to ensuring that disadvantage is never a barrier to success. We believe that every child, regardless of financial background, deserves the opportunity to thrive academically, socially, and emotionally. Our approach to the Pupil Premium Grant is rooted in high expectations, high-quality teaching, and a deep understanding of each pupil's individual needs.

We recognise that many of our disadvantaged pupils face additional challenges, including social, emotional and mental health needs, special educational needs, and speech and language difficulties. In addition, attendance for some disadvantaged pupils is below that of their peers, which can impact progress and engagement. Through targeted support, strong pastoral care, and a responsive curriculum, we aim to remove these barriers and enable all pupils to access learning fully and achieve their potential.

Our strategy prioritises inclusive, high-quality classroom teaching supported by well chosen interventions that meet pupils' academic and emotional needs. We also use Pupil Premium funding to provide enrichment and wider opportunities that build confidence, raise aspirations, and develop essential life skills. Ultimately, our goal is for every disadvantaged pupil at Springfield Primary School to leave us as a confident, resilient, and successful learner, well prepared for the next stage of their education and for life in modern Britain.

Challenges

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

Challenge number	Detail of challenge
1	56% of our disadvantaged pupils have social, emotional, and mental health challenges that can impact their achievement and engagement in school life.
2	34% of our disadvantaged pupils are on the SEND register
3	16% of our disadvantaged pupils have speech and language difficulties 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
Pupils with SEMH needs will show improved emotional regulation, engagement in learning, and participation in school life through targeted support and a whole school inclusive ethos.	Reduction in behaviour incidents, internal exclusions or time out for disadvantaged pupils. Increased attendance at extracurricular clubs and enrichment opportunities for disadvantaged pupils. Staff report improved readiness to learn and engagement in class for identified pupils.
Pupils with SEND make strong progress from their individual starting points through high quality, inclusive teaching and targeted intervention.	The gap in attainment between disadvantaged pupils with SEND and their peers narrows in reading, writing, and maths. Pupils with SEND demonstrate improved engagement and confidence in lessons, as evidenced through learning walks, pupil voice, and work scrutiny. Intervention data shows measurable progress in targeted skills (e.g. phonics, speech and language, or numeracy). Redeployed TAs report increased impact and clarity of purpose through structured after-noon intervention sessions.
Pupils with identified speech and language difficulties will show improved communication, vocabulary acquisition and access to the curriculum.	Speech and language screening identifies and tracks all pupils at risk from EYFS through KS2. Pupils receiving SALT support make measurable progress in intervention assessments. Increased use of spoken language strategies in classrooms observed. Vocabulary gap narrows as evidenced in work scrutiny and verbal responses in class.
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.
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.

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: £98,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced cover supervisors assigned to provide consistent quality teaching of pupils in a whole class setting.</p>	<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. Including the headteacher and deputy head.</p> <p>Cover supervisors are allocated classes 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>	<p>5</p>
<p>Emotional Literacy Support Assistants (ELSAs) trained and supporting children to understand and manage their emotions, develop positive relationships and build confidence.</p>	<p>The ELSA programme has a positive impact across the school by supporting children’s emotional well-being, helping them feel happier and more ready to learn. It promotes a calmer, more positive school environment where pupils are better able to manage their emotions and relationships. This targeted support can also help reduce behaviour incidents and exclusions by addressing difficulties early.</p> <p>“The average impact of successful Social and Emotional (SEL) interventions is an additional three months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.” (EEF 2025)</p> <p>“SEL interventions in education are shown to improve SEL skills and are</p>	<p>1,2,4,5</p>

	therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” (EEF 2025)	
‘My Happy Mind’ sessions delivered weekly, to the whole school.	<p>My Happy Mind is a program for schools & 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> <p>“Focusing on wellbeing supports children’s development and emotional states. This also lays the foundation for their long-term mental health. Broadly, being mentally healthy, enables young children to understand and being to manage emotions; to experiences nurturing, meaningful relationships; and to explore, play and learn. This may be experience differently from one child to the next.” (EEF 2025)</p>	1,2,4
Voice 21 / Oracy programme which includes staff training of Oracy Lead and Oracy Champion	<p>“On average, oral language approached have high impact on pupil outcomes of 6 months’ additional progress.” (EEF 2022)</p> <p>“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)</p> <p>“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)</p>	2,3,5
Accelerated Reader To develop patterns of regular reading and	Reading records of disadvantaged children on average show that the cohort reads less at home than their peers.	5

<p>reading for pleasure from an early age. To provide access to wider range of texts and genres.</p>	<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> <p>Our disadvantaged children report a lack of motivation to read at home. AR provides them with motivation and incentive to access texts at an ‘appropriate level of text difficulty’ (EEF,2021).</p>	
<p>Phonics programme / Bug Club books</p>	<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> <p>Our disadvantaged children report limited access to books at home. Bug Club provides them with endless texts that can be accessed online at home at an ‘appropriate level of text difficulty’ (EEF,2021).</p>	<p>3,5</p>

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

Budgeted cost: £10,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language therapist based in school. Children with speech and language delays receive early intervention.</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>2,3,4</p>
<p>Interventions to meet the specific needs of disadvantaged pupils and additional curriculum provision / booster groups</p>	<p>34% of our disadvantaged pupils also have a special educational need (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>1,2,3,4,5</p>

Curriculum support resources / structured interventions	<p>The third recommendations from the EEF 'Deployment of Teaching Assistance Guidance Report' states that schools are to 'deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate.' (EEF, 2025)</p> <p>Research which focuses on "Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver." (EEF 2024)</p>	2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead 3 days per week.</p> <p>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, 2024) 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 achievement in school. Our pastoral lead is also our attendance officer enabling them to work closely with families. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al.,</p>	1,4,5

	2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Evidence suggests that “small improvements in attendance can lead to meaningful impacts for these outcomes.” (EEF 2022)	
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>	1,4
Funded extra-curricular clubs (including	<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>	1,4
High quality texts to develop vocabulary across all year groups	<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>	3,4,5
Subsidising educational visits and Year Six residential	<p>Our Year Six residential provides children with essential life skills and “opportunities to participate in activities</p>	1,5

	<p>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>Top up care provision (eg uniform)</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>	4,5
<p>Funds reserved for contingency planning and meeting unexpected needs of our pupils.</p>	<p>To ensure we have available funds to quickly address unexpected needs that arise during the course of the year. Every 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>	1,2,3,4,5

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 2024 to 2025 academic year.

Progress measures across the year for disadvantaged pupils across the whole school show that an increasing number of our disadvantaged pupils made above expected progress this year:

	Children making 'above expected progress' 2023-2024	Children making 'above expected progress' 2024-2025
Reading	22.8%	29.0%
Writing	14.1%	18.0%
Maths	16.3%	23.0%

Oracy was again highlighted as a whole school priority and a new approach to vocabulary was introduced. The introduction of vocabulary bullseyes and individual vocabulary folders positively impacted on all areas of learning. The Voice 21 Consultancy Day stated that 'pupils spoke articulately about how oracy matters and how it helps them learn, build friendships and support others.'

Children and their families were supported in addressing their emotional and mental health needs through various school-based initiatives and external services. These included, My Happy Mind, TPP, the Essex Wellbeing Team and counselling. As a result, staff have gained a deeper understanding of the emotional needs of the children in their classes and are better equipped to provide appropriate support.

An increasing number of our disadvantaged pupils continue to regularly attend fully funded extra-curricular clubs. 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. Our pastoral lead continues to work with families and gain support from the Local Authority to improve attendance. Actions have been taken and monitored throughout the year. Whilst attendance will remain a priority, we only have a small number of disadvantaged pupils who impact the overall percentage.

Externally provided programmes

Non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance Learning
Bug Club Phonics	Pearson
My Happy Mind	My Happy Mind
Voice 21	Voice 21
TTRS / Numbots	Maths Circle