



Pupil premium strategy statement

September 2024

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils. The objective of the Government's funding strategy is to close the academic gaps between these disadvantaged pupils and their peers. Funding is also given to support children who have a parent or parents in the regular armed forces.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2023 to 2024 and the effect that last year's spending of pupil premium had within our school.

School overview	
Pupils in school (Sept 2024)	174
Proportion of disadvantaged pupils	17%
Pupil premium allocation for last academic year 2023/24	£46,830.00
Governor Lead	Mrs Nicky Marshall

Disadvantaged pupil progress and final assessment data for last academic year 2023-24		
Reading	100% Made progress from their starting points	67% were working securely
Writing	100% Made progress from their starting points	42% were working securely
Maths	100% Made progress from their starting points	58% were working securely

Inclusive

The allocation of Pupil Premium funding is not designated on a per-child basis but is strategically used to benefit the group as a whole. The school takes an individualised approach to monitoring progress and attainment, of the group, and this is reviewed half termly at pupil progress review meetings with class teachers and senior leaders.

Our Inclusion Manager, Ms Collins has responsibility for the pupil premium funding; she monitors the impact of spending on children's progress and attainment and the provision made for individual children that have specific barriers to learning.

Performance and funding

The performance and funding expenditure of disadvantaged children and non-disadvantaged children is discussed and analysed with our PPG Governor, School Business Manager, Inclusion Manager and Headteacher on a half termly basis.

All Springfield children have access to the curriculum and social opportunities.

Statement of Intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Reading is a key aspect of our monitoring. This begins with speech and language screening in EYFS and phonics. We want all our pupils to read confidently and accurately. We measure math's, reading and writing in Key Stage 1, so that we can track our groups and individual pupils against the national norm. We use this data to identify early interventions so that pupils do not fall further behind and are able to progress with their learning, which is individually tailored enabling them to catch up quickly.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Overarching our Pupil Premium strategy is our school values 'I CAN.' At Springfield we are: **Inclusive, Creative, Ambitious, Nurturing**

Challenges	
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to the end of KS1 and in general, are more prevalent among our disadvantaged children.
2	Disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Disadvantaged children challenged by difficulties in relation to personal and social needs, for some this leads to emotional dysregulation or lack of confidence. These behaviours can lead to poor behaviour for learning and time out of class.
4	Engaging the families facing most challenges
5	Persistent attendance

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 outcomes for this academic year.	Success criteria
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Progress for disadvantaged children to be same or better than that of their peers.	School progress data indicating at least 4 steps of progress per year. KS1 reading outcomes show that 67% of disadvantaged children meet the expected standard.
Children report being supported at home with reading and phonics.	Parent attendance at learning/information events for families is good. Parent and teaching communication is good, and all parents attend parent meetings.
To focus support on disadvantaged children reaching the expected standard in phonics check at end of year 1.	Improved progress and attainment data for phonics
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged.	An increase in participation in enrichment activities, particularly among disadvantaged pupils Improved behaviour – fewer recorded incidents Referral to SEN or other agencies if needed/appropriate. Attendance for this group of children to match non disadvantaged and to meet the National expectation of 96% To make use of fully funded Breakfast club place, book buddies or extra-curricular events.

Teaching priorities for current academic year

Activity	Evidence that supports this approach	Challenge
CPD for all staff to ensure quality first teaching in every classroom	Use of INSET days and additional cover being provided by senior leaders. Staff are able to give specific support following a range of training.	1,2
	Ensuring enough time is given to allow for staff professional development.	1,2

Social and emotional approaches will be embedded into new behaviour strategies and supported by professional development and training for staff.	PSHE curriculum has been reviewed, Quality First Teaching Therapeutic behaviour approach Emotion characters – support children regulate emotions. Wellbeing displays and Colour Monsters develop confidence and encourage respect. Staff CPD	3
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Targeted academic support for current year		
Activity	Evidence that supports this approach	Challenge
Small group and 1:1 support for interventions across the school with a trained teacher	<p>Research shows children learn well when high quality targeted support is given in small groups. Based on good assessment and next steps, progress can be made.</p> <p>Specific tuition and support in liaison with the class teacher. This might include pre-teaching an activity or pre-teaching a concept that has not been understood. It leads to a greater depth in learning and understanding.</p>	1,2
<p>Teaching and Learning Support Assistants</p> <p>Small group work –</p> <ul style="list-style-type: none"> • Social skills • Communication • Speaking and listening • Anger management • Nurture • Self-esteem and Anxiety groups • ICT • Fine motor support – Jump Ahead Programme • Basic skills learning • Maths, reading, writing and science support focus. 	<p>Making the best use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Teaching Assistants work with a range of pupils and are not used as an informal teaching resource for low attaining pupils. Rather, they support pupils in the class with their learning. Teaching Assistants add value to the teaching and learning that takes place in the classroom and support the quality first teaching that is provided by the class teacher. Teaching Assistants support learners to be independent and manage their own learning either at a whole class level or within a small group. Teaching Assistants are provided with training (internal and external) to ensure that they are fully prepared for their role. In</p>	1,2,3

	addition to this, Teaching Assistants have fortnightly meetings with the head teacher and are provided with planning and resources.	
<p>Progress in Reading – Targeted interventions daily, focussing on reading.</p> <ul style="list-style-type: none"> • 1:1 regular reading • Book buddies • Bug club – reading. • Read to dogs. • Volunteer readers 	<p>The Read, Write Inc (RWI) 1:1 tutoring programme supports children needing a more individualised programme.</p> <p>Research shows that inability to read impacts on accessing the whole curriculum.</p> <p>Reading Comprehension Strategies – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p> <p>4</p>
<p>Progress in Writing –</p> <ul style="list-style-type: none"> • Intervention groups • Focus on fine and gross motor skill support groups. • Jump Ahead programme 	<p>The Jump Ahead Programme has been designed to support children in schools with their motor skills. It is a recognised programme that Occupational Therapists supporting the school recommend using.</p> <p>In school interventions and focus activities on gross and fine motor skills.</p> <p>Whizzy writing sessions</p>	<p>1,2</p>
<p>Progress in Mathematics –</p> <ul style="list-style-type: none"> • Intervention groups • Key resources 	<p>DfE Guidance on Mathematics Teaching</p> <p>SNAP Maths – focuses on key number and place value skills to support those children who are working below the age expectation.</p> <p>Ready to progress documents is used to support curriculum coverage and planning.</p> <p>Clear progression of skills used across the school.</p>	<p>1,2</p>
<p>Phonics –</p> <ul style="list-style-type: none"> • Intervention groups • Differentiated ability groups. • High quality resources 	<p>OUR RWI phonics programme has been shown to have a positive impact on reading and writing in schools.</p> <p>RWI is a DFE validated phonics programme.</p>	<p>1,2</p>

<p>Speech and language</p> <ul style="list-style-type: none"> Group and individual sessions based on targeted training by Speech therapist. Targeted Speech and Language Intervention Group 	Highly trained language specialist provides targeted support backed up by other LSA's	1,2
Inclusion	A committed and focussed Inclusion Manager coordinating, overseeing, and teaching PPG children	1,2 3 4,5
<p>Well, Being Lead</p> <ul style="list-style-type: none"> SEAL groups/Nurture groups Providing Social/Emotional and Behavioural support 	<p>Research states that until a child can self-regulate and manage their emotions, they will not be in the right place to learn. At Springfield we focus on prioritising emotional regulation to aid learning.</p> <p>Social and Emotional Learning – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3 4 5
<p>Resources</p> <ul style="list-style-type: none"> Specific resources to support fine and gross motor control, concentration, confidence, and learning. E.g., motivation mats, Lego, cutlery, iPad yoga balls and benches. 	Good quality resources that are specific to needs.	1.2 3

Wider strategies for current year		
Activity	Evidence that supports this approach	Challenge
<p>Improving attendance for PPG children</p> <p>Arranging appointments out of school hours.</p>	<p>Wider issues that could affect coming to or attending school.</p> <p>Regular monitoring of attendance ensures school and parents work to ensure children are present at school. Regular attendance is indicative of better outcomes later in life at work and personally.</p>	
<p>Parent engagement</p> <p>Provide social gatherings.</p>	Supporting parents that find it difficult to engage.	

Online home support	Social, emotional, and mental health needs that affect learning. Through building positive relationships, we ensure parents are able to access information that will support their children's learning.	
Engaging outside support agencies	Working closely with all partners.	
Offering free places at breakfast club Specific after school games club one day a week. Financial Support for after school clubs and trips.	Breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality	
A range of enriching opportunities across the curriculum	Children being able to participate in new activities and developing higher aspirations.	
Physical development <ul style="list-style-type: none"> • Targeted interventions daily, focussing on physical development. • Physical development exercises including sports activities. • Yoga balls and gross motor skills • Springfield Stride – Walk/run around the playground. • Yoga/bush craft 	Children enjoy physical activities Children feel more regulated or know how to regulate.	
Parental support <ul style="list-style-type: none"> • Support funding for school uniform and PE kit • Family Learning group • Support for parents out of school • Opportunities to work with outside agencies. • Loan of iPad 	Communication with parents is key to ensure open dialogue about what is needed and helpful to ensure each child receives the best, all round experience at school. No child should be left excluded from accessing education	
Academically More Able groups (Qualified teacher) Extra challenges or extension workshops	This ensures every child is challenged and reaches their full potential.	1,2,3

<p>Sensory Room</p> <p>Access to Polar Bear Sensory room with interactive resources, a variety of sensory support and areas for specific needs.</p> <p>Play therapist</p>		
<p>Professional Support</p> <p>Use of external support agencies –</p> <ul style="list-style-type: none"> • Mental Health • Family support worker • Occupational Therapist • Speech Therapist • Learning and Behaviour Team • Social Communication Team • School Nurse • Early Help • Professional development training for Learning Support Assistants • Access to social and nurturing support 	<p>Support for parents and school from outside agencies reinforces learning and behaviour.</p>	<p>1,2,3</p>
<p>Transition</p> <p>Transition support</p> <ul style="list-style-type: none"> • Transition Photo Books 	<p>Having a clear transition plan for staff, parents and children supports and facilitates a smooth transition into the next phase of schooling. The planned actions will alleviate any worry or concern that may be present for some children and parent/carers and to reduce or prevent any dip in academic performance. This is achieved through close liaison and information sharing between school staff and planned familiarisation opportunities for both children and parents. The action plan was written with our feeder school(s).</p>	<p>4</p> <p>3</p>

Staff
<p>A proportion of time has been allocated for PPG children from the following staff:</p> <p>Qualified Teachers Inclusion Manager Teaching and Learning Support Assistants Wellbeing lead</p>
Rest of school
<p>PPG funding is used to support children from low-income families. In some instances, funding that was used to buy staff and resources has also benefitted children throughout the school. Staff working with PPG children have also included children with similar abilities that do not qualify for PPG, enabling them to also benefit from specific small group work. Resources bought for classrooms such as Lego and books are used by all children and the outside play equipment increases all children's physical skill and mobility.</p> <p>We are always looking for ideas and suggestions for supporting children and value input from parents.</p>
Review: last year's outcomes
<p>Overall, all PPG children made progress from their starting points both academically and socially. The children supported within the recovery programme also made good progress. However, there is still a gap between attainment of PPG and non-PPG children especially in writing.</p> <p>Interventions were offered in all year groups and children were identified through progress meetings. 1:1 and group work were successful and supported confidence as well as learning. Staff were able to differentiate their support to ensure PPG children make rapid and positive progress.</p> <p>Read2dogs have promoted confidence and a love of reading.</p> <p>Working with our well Being Lead has had positive effects and reduced 'barriers to learning'. Children were more able to work with their peers and improve their independent learning.</p> <p>Vulnerable children became more emotionally and socially secure and therefore made better progress.</p> <p>Extra resources provide prompts and aids to children's learning which maximised progress and ensured targets were met.</p> <p>Children have benefitted from breakfast and after school clubs in order to develop their social experiences and confidence.</p> <p>Children felt confident within themselves. High self-esteem. Core strength activities have contributed to an improvement in the children's attention and coordination skills.</p> <p>Overall school attendance has improved since previous years, the 93.6% of PPG children attending was good.</p>
<p>For the academic year 2024-25 we will be measuring the impact closely and update parents at regular intervals, via our website, to keep you fully informed of progress.</p>