

Pupil premium strategy statement – Springfield Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	37.84%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2025 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Bhardwaj
Pupil premium lead	Claire Seddon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	222,620
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	222,620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, 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 pupils 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 pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

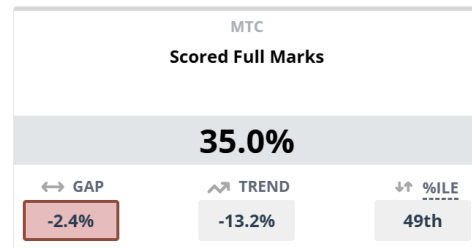
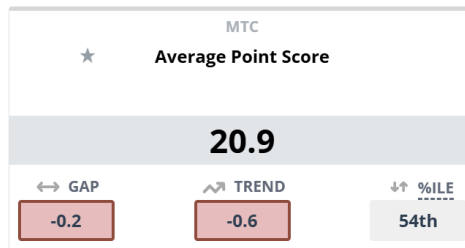
Challenges

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

Challenge number	Detail of challenge
1	<p>School situated in deprived area – oral communication and poor level of vocabulary/ literacy skills. (above National average – IDACI index)</p> <p>Live in an area of deprivation with increasing cost of living crisis. Many of our children suffer from varying amounts of trauma including those affected by the covid pandemic. A large proportion of our pupil premium students are also on the SEND register with SEMH as a vital need in our school.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and maths than their peers. Our internal assessment tracker identifies that there is still a gap between the pupil premium students and those who are non-pupil premium.</p> <p>EYFSP</p> <p>Strengths Challenges</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="375 1429 853 1675"> <p>EYFSP</p> <p>★ Good Level of Development</p> <p>60.3%</p> <p>↔ GAP: -8.0% ↗ TREND: +9.4% ↕ %ILE: 76th</p> </div> <div data-bbox="890 1429 1369 1675"> <p>EYFSP</p> <p>★ Average no. ELGs at expected level</p> <p>13.9</p> <p>↔ GAP: -0.2 ↗ TREND: +0.6 ↕ %ILE: 64th</p> </div> </div> <p>Phonics</p> <p>Strengths Challenges</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="379 1787 853 2033"> <p>PHONICS</p> <p>★ Expected Standard (Year 1)</p> <p>80.4%</p> <p>↔ GAP: +0.5% ↗ TREND: -2.4% ↕ %ILE: 56th</p> </div> <div data-bbox="890 1787 1369 2033"> <p>PHONICS</p> <p>Expected Standard (Year 2)</p> <p>12.5%</p> <p>↔ GAP: -37.6% ↗ TREND: -72.1% ↕ %ILE: 86th</p> </div> </div>

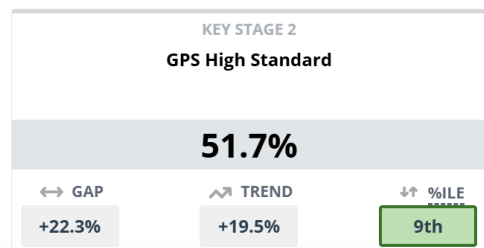
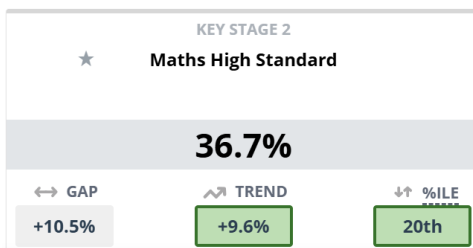
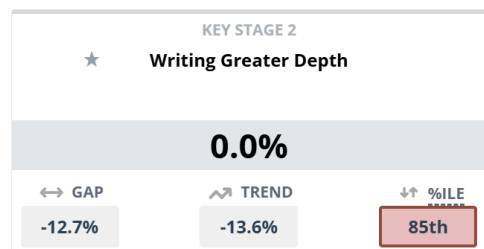
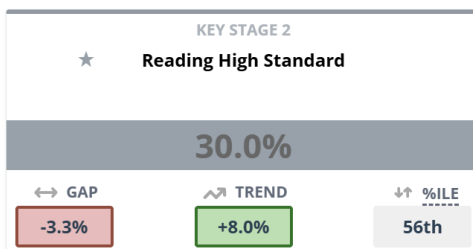
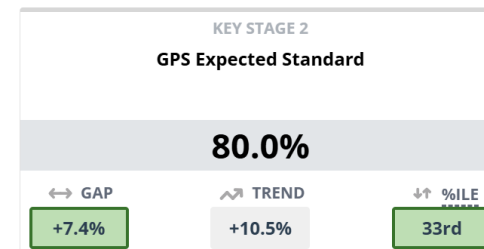
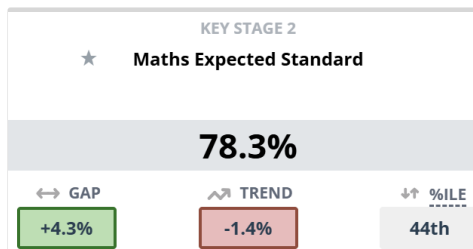
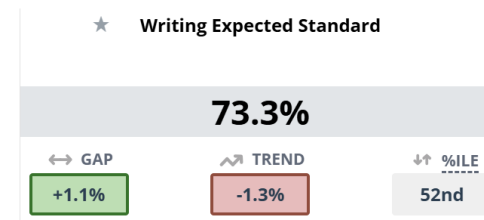
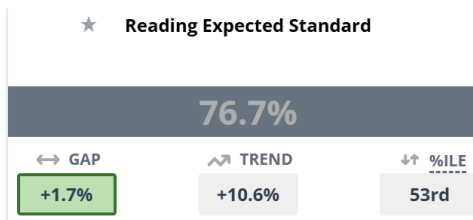
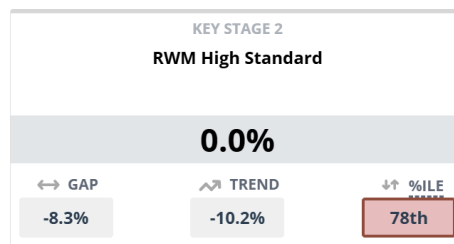
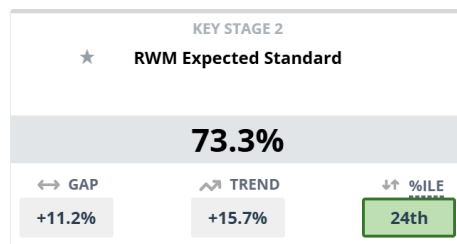
MTC

Strengths Challenges



Key Stage 2

Strengths Challenges



3

Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly

	affect disadvantaged pupils, including their attainment. Learning Outside the Classroom is an initiative which we use at Springfield in order to provide our students with a wider range of opportunities and enrichment activities.
4	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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
Improved reading and Maths attainment among disadvantaged pupils.	KS2 SATs outcomes in 2026 will continue to improve so that the gap between pupil premium pupils and non-Pupil premium pupils will narrow.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. Bedazzle RISE questionnaire will show significant improvement • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Successful Rise Up programme
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers

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: £19,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide school with a pupil premium lead – proportion of wages to support the impact of the Pupil Premium Strategy	Pupil premium lead will ensure provision is in place to support chd on PP register with regards to academic progress, wellbeing and attendance data.	1 2 3 4
To provide mentoring and coaching through Steplab to continue to develop TLAC strategies the PEIA initiative (metacognition and self regulation.)	Quality first teaching is proven to still be one of the most important aspects when improving outcomes for all pupils including those with disadvantaged backgrounds. Therefore, we intend to provide mentoring and coaching opportunities for staff including the introduction of instructional coaching. Spending will be used for SLL intensive support Days, cover for staff for CPD, pupil premium lead support Metacognition and self-regulation EEF https://www.ambition.org.uk/blog/what-instructional-coaching/	2
To provide CPD in trauma informed approaches using the approach from Future Actions Rise Up programme (Neil Moggan)	We will be working with Neil Moggan founder of Rise up Future actions to provide CPD for staff in trauma informed practice. We are working closely with Neil to support children's mental Health in schools About Future Action Health Education Solutions Norwich	

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

Budgeted cost: £140,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide one to one tuition for our LAC children and other resources to support our 4 LAC/PLAC pupils</p>	<p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
<p>To provide targeted academic support through TA deployment and intervention.</p> <p>To provide 1 to 1 provision for some children who have high level of need to access the mainstream classroom (SEMH support)</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. This along with continued feedback will close the attainment gap for PP children. TAs will be trained to provide live feedback to children, support and additional targeted interventions such as phonics extra daily practice, reading intervention and maths surgeries. Spending will be used to fund TAs across the school including LAC tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>

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

Budgeted cost: £72,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>To support pupils' social, emotional, and behaviour needs</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>To provide Bedazzle well being sessions, parents workshops, staff CPD, relax kids, art therapy and other initiatives to support pupil wellbeing.</p> <p>To provide school with an SEMH TA and Family liaison officer</p> <p>To purchase resources which can be used for projects and support for children with SEMH provision plans targets.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Bedazzle will be providing RISE survey and analysis, Be Head smart project, 1 to 1 therapeutic sessions, Mental wellbeing sessions for parents and CPD for staff.</p> <p>Bedazzle – Social, Emotional and Mental Health Support</p> <p>We have also appointed an SEMH TA who is responsible for mentoring and supporting our young pupils with their wellbeing and mental health. School recognises the needs of our children including those that have experienced ACEs. Following our attachment and trauma training it is evident that our children require support with their emotional needs in order to ensure HASLOWs hierarchy of needs are met. Spending will be used to provide further CPD in attachment and trauma for all staff including TAs, office and lunchtime supervisors. It will also be used to fund interventions from our learning mentor and outside agencies such as Bedazzle and Relax kids etc...</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1 2 3 4</p>

<p>To provide resources focused on high quality teaching and learning</p> <p>LOtC CPD and resources</p> <p>Subsidising Plas Gwynant residential for Year 6</p>	<p>We value the importance of LotC and we have recently taken part in a new initiative specifically aimed at schools in the West Midlands where we become members of the LotC and receive training in order to implement this initiative as a whole school. Evidence suggests that LotC: helps to improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential. These real-world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.</p> <p>addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom walls.</p> <p>supports improved standards back INSIDE the classroom, raising attainment, reducing truancy and improving discipline. Learning outside the classroom is known to contribute significantly to raising standards & improving pupils' personal, social & emotional development. Spending will be used for CPD, resources and LotC visits and additional staffing</p> <p>https://www.lotc.org.uk/what-where-why/why/</p>	<p>1 2 3 4</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>To sign up to Inclusive attendance to provide school with clear direction in improving</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>To continue working towards silver award</p>	<p>1 2 3 4</p>

<p>attendance across the school. They provide CPD for staff and governors in how to foster a culture of consistent attendance.</p> <p>About Us - Inclusive Attendance</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 222,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

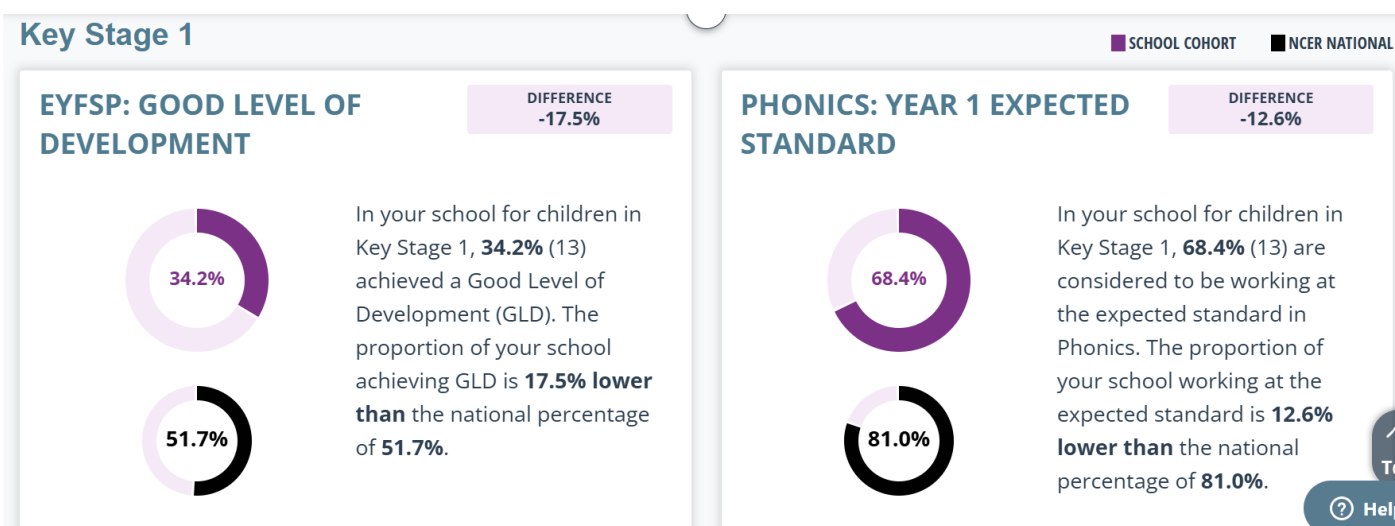
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated:

KS1 Disadvantaged data



KS2

STRENGTHS

Standard	Gap-to-National
RWM EXPECTED STANDARD	+3.1%
GPS HIGH STANDARD	+13.5%

CHALLENGES

Standard	Year-on-Year Trend
RWM HIGH STANDARD	-14.3%
WRITING GREATER DEPTH	-17.9%

Attendance

Your school's Disadvantaged cohort of 142 enrolments have an **Overall Absence** of **10.1%**.

This is **5.9%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 1.2%** from +4.7% in 2023/24, to +5.9% in 2024/25.

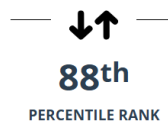
Your Disadvantaged cohort's **Overall Absence** has **increased by 1.0%** from 9.1% in 2023/24, to 10.1% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 88** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+5.9%
National: Disadvantaged	+2.8%
School: Non-Disadvantaged	+5.3%

SCHOOL: VALUE



Persistent Absence

33.1% of your school's Disadvantaged cohort are **persistently absent**, **47 pupils** out of 142.

This is **22.8%** higher than the **national Non-Disadvantaged** cohort at **10.3%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 2.3%** from +25.1% in 2023/24, to +22.8% in 2024/25.

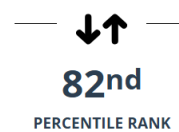
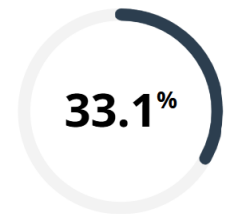
Your Disadvantaged cohort's **persistent absence** has **decreased by 3.5%** from 36.6% in 2023/24, to 33.1% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 82** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+22.8%
National: Disadvantaged	+8.9%
School: Non-Disadvantaged	+21.6%

SCHOOL: VALUE



Severe Persistent Absence

3.5% of your school's Disadvantaged cohort are severely persistently absent, 5 pupils out of 142.

This is 2.9% higher than the national Non-Disadvantaged cohort at 0.6%.

Your school's gap to Non-Disadvantaged pupils nationally has increased by 0.1% from +2.8% in 2023/24, to +2.9% in 2024/25.

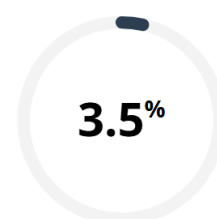
Your Disadvantaged cohort's severe persistent absence has increased by 0.1% from 3.4% in 2023/24, to 3.5% in 2024/25.

The Disadvantaged pupil(s) in your school are in percentile 85 for severe persistent absence when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+2.9%
National: Disadvantaged	+1.9%
School: Non-Disadvantaged	+3.0%

SCHOOL: VALUE



Based on all the information above, the performance of our disadvantaged pupils partially met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that school would highlight aspects of their strategy that their analysis found to be particularly effective during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider

