

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	451 inc nursery
Proportion (%) of pupil premium eligible pupils	33.9%
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)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison Bhardwaj
Pupil premium lead	Claire Seddon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,080
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	£210,080

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	School situated in deprived area – oral communication and poor level of vocabulary/ literacy skills. (above National average – IDACI index) 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. Assessments, observations, and

discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. EYFS GLD data demonstrates that our children are well below the national picture and there has been a decline in last year's performance specifically for our disadvantaged pupils.

2

Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and maths than their peers.

KS1 disadvantaged data

2189 Springfield Primary School	Reading ≥ EXS	18	46.4%	47.6% +0.9% pts	58.3% +10.7% pts	33.3% -25.0% pts	+10.1% pts	+5.4% pts	-26.8% pts
	Writing ≥ EXS	18	37.3%	28.6% +1.9% pts	66.7% +38.1% pts	16.7% -50.0% pts	+15.2% pts	+30.9% pts	-53.1% pts
	Maths ≥ EXS	18	71.4%	57.1% +3.8% pts	79.2% +22.1% pts	77.8% -1.4% pts	+15.1% pts	+14.3% pts	-3.6% pts
	RWM ≥ EXS	18	25.5%	23.8% -2.9% pts	41.7% +17.9% pts	11.1% -30.6% pts	+10.3% pts	+11.7% pts	-34.9% pts

KS1 Non – disadvantaged data

2189 Springfield Primary School	Reading ≥ EXS	41	60.6%	39.4% -29.5% pts	66.7% +27.3% pts	75.6% +8.9% pts	-20.7% pts	+25.4% pts	+1.8% pts
	Writing ≥ EXS	41	55.5%	36.4% -25.8% pts	66.7% +30.3% pts	63.4% -3.3% pts	-13.1% pts	+27.7% pts	-10.0% pts
	Maths ≥ EXS	41	67.1%	51.5% -1.8% pts	69.4% +17.9% pts	80.5% +11.1% pts	+6.9% pts	+15.8% pts	+4.8% pts
	RWM ≥ EXS	41	46.1%	24.2% -29.1% pts	55.6% +31.4% pts	58.5% +2.9% pts	-15.6% pts	+28.6% pts	-4.7% pts

KS2 disadvantaged data



Reading ≥ Exp. Std.	26	56.8%	50.0% 0.0% pts	66.7% +16.7% pts	53.8% -12.9% pts	-3.0% pts	+18.0% pts	-15.3% pts
Writing TA ≥ EXS	26	60.6%	54.5% -20.5% pts	61.9% +7.4% pts	65.4% +3.5% pts	-11.3% pts	+3.7% pts	+2.9% pts
Maths ≥ Exp. Std.	26	60.5%	59.1% +0.8% pts	57.1% -2.0% pts	65.4% +8.3% pts	+9.0% pts	-5.4% pts	+7.7% pts
RWM ≥ Exp. Std.	26	50.8%	50.0% +16.7% pts	52.4% +2.4% pts	50.0% -2.4% pts	+22.4% pts	+0.1% pts	-4.1% pts

KS2 Non – disadvantaged data

Reading ≥ Exp. Std.	31	75.4%	72.2% 0.0% pts	76.5% +4.3% pts	77.4% +0.9% pts	-1.6% pts	+5.8% pts	-0.3% pts
Writing TA ≥ EXS	31	72.7%	63.9% -13.9% pts	73.5% +9.6% pts	80.6% +7.1% pts	-6.0% pts	+7.6% pts	+7.0% pts
Maths ≥ Exp. Std.	31	85.4%	77.8% 0.0% pts	88.2% +10.4% pts	90.3% +2.1% pts	+5.9% pts	+9.1% pts	+2.0% pts
RWM ≥ Exp. Std.	31	62.6%	55.6% -11.1% pts	67.6% +12.0% pts	64.5% -3.1% pts	-5.6% pts	+11.1% pts	-3.9% pts

3

Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.
4	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.
5	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Disadvantaged Attendance</p> <p>OVERALL ABSENCE</p>  <p>The percentage of sessions recorded as an absence in your school is 9.1%, a total of 2,939 session(s). Absence in your school is 1.3% lower than the national percentage of 10.4%. This is also 0.6% greater than the percentage of the previous year in your school of 8.5%.</p> <p>Non-Disadvantaged</p> <p>OVERALL ABSENCE</p>  <p>The percentage of sessions recorded as an absence in your school is 4.6%, a total of 2,476 session(s). Absence in your school is 1.0% lower than the national percentage of 5.6%. This is also 0.1% lower than the percentage of the previous year in your school of 4.7%.</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 oral language skills and	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of

vocabulary among disadvantaged pupils.	evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 will improve so that the gap between pupil premium pupils and non-Pupil premium pupils will narrow.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 will 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.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1 2 3

	<p>be used for SLL intensive support Days, cover for staff for CPD, pupil premium lead support</p> <p>Metacognition and self-regulation EEF</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/</p>	
<p>To provide resources focused on high quality teaching and learning</p> <p>LOtC CPD and resources</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:</p> <p>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 5</p>

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

Budgeted cost: £190,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide one to one tuition for our LAC children.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</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 purchase resources which can be used for projects and support for children with SEMH provision plans targets.</p> <p>To provide PSHE/RHE lead with additional CPD in SEL</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>To support pupils' social, emotional, and behaviour needs</p>	<p>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 5</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 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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1 2 3 4 5</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: £ 210,080

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.

The trend data demonstrated that our KS2 outcomes have improved significantly over time but we still need to work with our KS1 dis-advantaged pupils to ensure they are not falling behind their peers.

Disadvantaged analysis from perspective

Disadvantaged

151 of your school's 410 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 36.8% of your cohort.

This is 7.6% higher than the national average of 29.2%.

38.3% (79) of your female pupils are disadvantaged, 9.1% higher than the national of 29.2%. 35.3% (72) of your male pupils are disadvantaged, 6.1% higher than the national of 29.2%.

Disadvantaged pupils contribute £204,160 to the budget of your school in disadvantaged funding.

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

CHALLENGES

WRITING EXPECTED STANDARD

Gap-to-National -51.0%

Year-on-Year Trend -50.0%

RWM EXPECTED STANDARD

Gap-to-National -52.6%

KS2

STRENGTHS

RWM HIGH STANDARD

Gap-to-National +4.7%

Year-on-Year Trend +10.3%

WRITING GREATER DEPTH

Gap-to-National +2.2%

Year-on-Year Trend +13.9%

MATHS HIGH STANDARD

Gap-to-National +7.0%

Attendance

Overall Absence

Your school's Disadvantaged cohort of 136 enrolments have an **Overall Absence** of **8.9%**.

This is **4.5%** higher than the **national Non-Disadvantaged** cohort at **4.4%**.

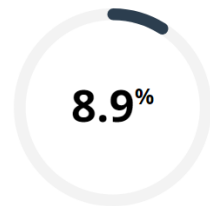
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 1.6%** from +2.9% in 2022/23, to +4.5% in 2023/24.

Your Disadvantaged cohort's **Overall Absence** has **increased by 0.5%** from 8.4% in 2022/23, to 8.9% in 2023/24.

GAP TO:

National: Non-Disadvantaged	+4.5%
National: Disadvantaged	+1.4%
School: Non-Disadvantaged	+4.3%

SCHOOL: VALUE



Persistent Absence

35.3% of your school's Disadvantaged cohort are **persistently absent**, **48 pupils** out of 136.

This is **23.3%** higher than the **national Non-Disadvantaged** cohort at **12.0%**.

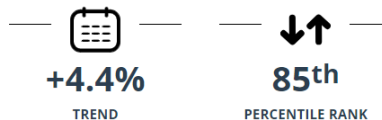
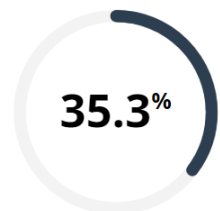
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 9.5%** from +13.8% in 2022/23, to +23.3% in 2023/24.

Your Disadvantaged cohort's **persistent absence** has **increased by 4.4%** from 30.9% in 2022/23, to 35.3% in 2023/24.

GAP TO:

National: Non-Disadvantaged	+23.3%
National: Disadvantaged	+10.3%
School: Non-Disadvantaged	+23.6%

SCHOOL: VALUE



Severe Persistent Absence

2.2% of your school's Disadvantaged cohort are **severely persistently absent**, **3 pupils** out of 136.

This is **1.5%** higher than the **national Non-Disadvantaged** cohort at **0.7%**.

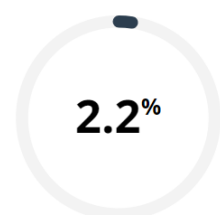
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 2.2%** from -0.7% in 2022/23, to +1.5% in 2023/24.

Your Disadvantaged cohort's **severe persistent absence** has **increased by 2.2%** from 0.0% in 2022/23, to 2.2% in 2023/24.

GAP TO:

National: Non-Disadvantaged	+1.5%
National: Disadvantaged	+1.1%
School: Non-Disadvantaged	+0.9%

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

