



## Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Springfield Junior School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	115 (54%)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mell Julian Headteacher
Pupil premium lead	Craig Liddle Deputy Headteacher
Governor / Trustee lead	Julie Cooke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,275
Recovery premium funding allocation this academic year	£15,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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>£174,875</b>

# 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. Our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Quality first 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.

Our strategy is also integral to wider school plans for education recovery i.e. catch up funding and school led tuition funding.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We will:

- 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
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil

Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium intervention at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and word recognition is impacting on progress particularly in reading and writing. The range and understanding of vocabulary hampers reading progress.
2	The majority of pupils enter at Year 3 without gaining a grasp of phonics (64%) and therefore have not grasped early reading skills. In KS2 most pupil premium pupils have limited high order reading skills including inference skills. (According to reading data on insight tracker) Reading to an adult from a varied range of authors and genres is given a low priority in homes of pupil premium pupils where there are many other priorities (from evidence in reading diaries returned to school).
3	Children entering the school below ARE not making accelerated progress to close the attainment gap.
4	<u>SEMH A student's emotional wellbeing</u> majorly impacts their ability to do well at school. Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school
5	A number of pupil premium pupils also have additional needs that create significant barriers to learning (29%)
6	Attendance is a barrier to pupil progress and attainment. PP children with persistence absence. 73% of pupils who are persistently absent are currently PP children.
7	Pupils have limited life experiences.

## 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
Address the low starting points pupils enter the school in Reading, Writing and Maths	The attainment gap for PP pupils in Reading, Writing and Maths is being addressed at the earliest. The gap is diminishing over time Y3 to Y6.  Within 10% in all areas and in all year groups by the end of 2024/2025
Ensure quality first teaching and learning is in place at ALL levels and is addressing the attainment gap for PP pupils.	Quality first teaching is in place for ALL staff. Teaching and learning is judged good or better by internal and external sources, and providing support for any staff that are not yet at the required standard.
Pupils in Year 3 make rapid progress in phonics and early reading skills.	By the end of year 3 most PP pupils will have achieved a phonics score of 33+.65% of pupils will be on track to meet the expected standard in reading at the end of Key Stage 2.
Lack of vocabulary and word recognition is addressed.	A vocabulary rich curriculum ensures pupils acquire strong vocabulary knowledge and develop their reading skills with haste.
To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning.  Improve resilience and aspirations through whole school projects	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• a significant reduction in low level disruptions</li> <li>• –lesson observations, learning walks demonstrate strong behaviours for learning.( Walkthrus)</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
PP pupils who also have additional needs are making good progress over time.	Currently 29% of pupils who are PP also have additional needs.  The curriculum, teaching and learning ensures that PP children who have additional needs are making good progress based on their starting points.
Attendance of PP pupils is not a barrier to them accessing learning and making progress.	Persistent absence for PP pupils is 30% or lower by 2022/23 20% or lower by 2023/2024 and 10% by 2024/2025
Pupils have greater life experiences.	The curriculum planning, provision and implementation ensures pupils have wider life experiences.

	Lesson observations, learning walks and book scrutinies show that pupils are drawing on an experiential curriculum to be able to 'do more, know more and remember more'
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

## 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

Budgeted cost: **£94,118**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Address the low starting points pupils enter the school in Reading, Writing and Maths by ensuring consistency of quality first teaching.</p> <p>Ensure ALL staff are trained in:</p> <ul style="list-style-type: none"> <li>-systematic phonics programme (sounds write)</li> <li>-Reading for inference</li> <li>-Precision teaching</li> </ul> <p>Subject leadership staff :</p> <ul style="list-style-type: none"> <li>-Staff release time to adapt the curriculum to embed Talk 4 Writing into foundation subjects</li> <li>--Release time for subject leaders to ensure progression of skills, knowledge and application across all year groups.</li> <li>-SLT release time to curriculum map and ensure clear progression and cohesion for ALL subjects.</li> </ul> <p>Staff and support staff:</p> <p>Ensure CPD covers learning objectives and key end points so all staff are able to impact on pupil outcomes and progress.</p>	<p>Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap</p> <p>Lesson observations and data analysis show that there is inconsistency of teaching and learning, in particular in support staff (who have not had the same training opportunities up to this point due to COVID-19 school closure).</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>

<p>CPD on marking and feedback</p> <p>-CPD on Maths mastery and systematic approach.</p>		
<p>Ensure quality first teaching and learning is in place at ALL levels and is addressing the attainment gap for PP pupils.</p>		3,4
<p>Lack of vocabulary and word recognition is addressed.</p> <p>-Develop the foundation stage curriculum to ensure it is vocabulary rich and builds and extends on prior learning.</p>	<p>Baseline analysis and KS1 scores show that pupils progress and attainment are being hindered by lack of their limited vocabulary and comprehension.</p>	1,2
<p>Ensure the curriculum is experiential.</p> <p>-review the curriculum intent and implementation</p> <p>-SLT release time to plan experiential 'memorable moments' and check points within curriculum planning and delivery.</p> <p>-Use PP funding to support experiential learning.</p>	<p>Pupils lack of life experiences due to deprivation limits, ranked 216 out of 317 nationally, them from being able to draw on experiences and make meaningful connections. This is limiting their ability to acquire and retain knowledge</p>	7
<p>Use standardised testing to track pupil progress, attainment and hold staff to account.</p> <p>Phonics, Reading intervention.</p> <p>-phonics Sound write purchased, training provided for all staff and coaching and mentoring time given to ensure systematic phonic scheme is taught consistently</p> <p>-Ensure Phonics tracker identifies gaps and target</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	3,4,5

<p>support put in place to address these across school</p> <p>-Accelerated Reader training delivered, staff release time to ensure application</p> <p>-Data used to track and improve reading outcomes.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2

## Targeted academic support

Budgeted cost: **£55,857.04**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Address the low starting points pupils enter the school in Reading, Writing and Maths</p> <p>-TA/Teacher support within and out of class to support targeted needs to ensure prior or post learning ensures gaps in pupils knowledge are addressed.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Pupils in Year 3 make rapid progress in phonics and early reading skills.</p> <p>Purchase Sounds write <a href="#">Synthetic Phonics programme</a> to secure</p>	<p>The majority of pupils enter Year 3 having not met the phonics check in Year 1 or in Year 2.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2,3

stronger phonics teaching for all pupils.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (inference- target literacy/ quality first teaching- Mark Rowland)	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Some examples of approaches that have been shown to be effective include:</p> <ul style="list-style-type: none"> <li>• encouraging pupils to read aloud and then have conversations about book content with teachers and peers</li> <li>• modelling inference using structured questioning</li> <li>• group or paired work that allow pupils to share thought processes</li> <li>• implicit and explicit activities that extend pupils</li> </ul> <p>With any of these activities is it crucial to ensure that oral language activities are linked to the wider curriculum (e.g., using oral language activities to model technical language in science).</p>	1, 4

## Wider strategies

Budgeted cost: £24899.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning. (Positive play, Nurture, 1:1 sessions)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5

<p>Improve resilience and aspirations through whole school projects and policies (Sea turtles)</p> <p>Family resource worker and SEND Co release time to ensure SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>-Release time for staff to plan and deliver SEL learning for pupils who have been identified as in need.</p>	<p>attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Whole staff training on behaviour management (Attachment Awareness) and anti-bullying approaches to develop a whole school ethos to improving behaviour across school.</p> <p>-review behaviour policy and procedures (relationships policy)</p> <p>-Implement relationships policy and procedures based on restorative practice.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>Ensure attendance of PP pupils is not a barrier to them accessing learning and making progress.</p> <p>-Continue to invest in Family resource worker to ensure attendance is challenged and families are supported to ensure good attendance.</p> <p>-Embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>Data analysis shows that attendance is a barrier to pupil progress and attainment. 73% of pupils who are persistently absent are currently PP children.</p>	
<p>Hardship 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> <p>Uniform, Trips, Materials</p>	

**Total budgeted cost: £174,875**

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum (reading and writing). Combined is 5% higher. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2021/22 92.8% was lower than in the preceding year at 93%, it was higher than the national average (92.2%). These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
<a href="#">Third Space Learning</a>	<a href="#">Third Space Learning</a>

### Service pupil premium funding (optional)

Measure	Details
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## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.