



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 2024 2025 academic years) 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	195
Proportion (%) of pupil premium eligible pupils	112 (57.4%) (50% of pp also SEND)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Kay Headteacher
Pupil premium lead	Craig Liddle Assistant Headteacher
Governor / Trustee lead	Laura Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,368
Recovery premium funding allocation this academic year	£19,347
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£183,715

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.

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	Reading -Limited vocabulary and word recognition is impacting on progress particularly in reading and writing. The range and understanding of vocabulary hampers reading progress.
2	Phonics -The vast majority of pupils enter at Year 3 without gaining a grasp of phonics (20%) and therefore have not grasped early reading skills. Reading to an adult from a varied range of authors and genres can be a lower priority in homes of pupil premium pupils where there are many other competing priorities.
3	Oracy - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
4	Well-being - <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; This can be further compounded by community conflict, anti-social behaviour and wider contextual safeguarding issues. (Such as right wing extremism, county lines and substance misuse)
5	Many pupil premium pupils also have additional educational needs including SEND that create significant barriers to learning (50%)
6	Attendance is a barrier to pupil progress and attainment 100% of pupils who are persistently absent are currently PP children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress.
7	Profound Primary Experiences – From our knowledge of the local community and from pupil interviews, we have found that many children, especially our disadvantaged children, do not have the same experiences as their peers.

8	Cost of living crisis – several families who, due to the current economic state of the nation, are in food and fuel poverty. Therefore, children are attending school hungry and in need of additional clothing.
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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 reducing. The gap will be diminishing year on year. This will be an outcome of a number of strategies that are outlined below.
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 pupils. Teaching and learning is effective or highly effective as evidenced through QA monitoring and evaluation, including book reviews, lesson visits, pupil voice, classroom environment and curriculum content. Pupils who are SEND and PP are taught and supported effectively in order to make accelerated progress. To bring them closer to be in line with their peers.
Pupils in all year groups make rapid progress in phonics and early reading skills if needed.	By the end of year 3 all pupils who are cognitively able will have achieved a phonics score of 32+. 55% of pupils will be on track to meet the expected standard in reading at the end of Key Stage 2. With 95% of pupils reaching their personal targets.
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. Pupils use tier 2 and tier 3 vocabulary effectively in oral and written responses.
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"> • A significant reduction in low level disruptions • Lesson observations, learning walks demonstrate strong behaviours for learning (Rosenshine) • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Therapy ponies, chickens, (hens 4 hire) • Pupil voice, pupil Microsoft forms.
PP pupils who also have additional needs are making good progress over time.	Currently 50% 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 10% or lower. Attendance for PP pupils is 95% or higher.
Pupils have greater life experiences.	The curriculum planning, provision and implementation ensures pupils have wider life experiences. Lesson observations, learning walks and book scrutinise show that pupils are drawing on an experiential curriculum to be able to 'do more, know more and remember more.' Life experiences are crucial to support connection across and within learning and we want to provide these so that children can develop a curiosity of the world and achieve their very best. Pupils have opportunity to have an over night stay in years 5 and 6, participate in sporting events, participate in concerts, school trips, peripatetic music lessons,
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% 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 75% of disadvantaged pupils met the expected standard.
Improve home school relations and living costs	Providing support for all our PP families to be able to access education and wellbeing. Fairshare, clothing support, breakfast club support. Star foundation support. Foodbanks.

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.

Supporting the quality of Teaching and Learning

Budgeted cost: **£29,105**

Activity	Evidence that supports this approach	Challenge number(s) addressed Costs
<p>Collaborative planning with trust wide leads, and external sources.</p> <p>Lesson studies to ensure substantive and disciplinary knowledge is clearly identified in all areas.</p> <p>Working in teams of 3</p> <p>Rosenshine principals installed throughout school. (Linked to AIP Quality of education)</p>	<p>Quality first teaching has the highest impact on pupil progress and outcomes</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1 2 3</p> <p>Release time</p> <p>Resources</p> <p>£6755</p>
<p>Embed the Rosenshine's Principles in Action – CPD for teaching staff and teaching assistants. LK Wakefield training.</p>	<p>Metacognition and self-regulation strategies can impact on 7 months gain. EEF toolkit.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 4</p> <p>£500</p>
<p>To develop subject leaders' specialisms and subject expertise through partnership working with Derby Research schools. Subject leaders to QA their curriculum plans and identify any areas for improvement.</p> <p>-SLT release time to QA and ensure clear progression</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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>1 2 3 4</p> <p>Release time to visit other settings</p> <p>£3,000</p> <p>£850 – Derby Research</p>

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and cohesion for ALL subjects. Staff and support staff:	Improving Mathematics in Key Stages 2 and 3 https://d2tic4wvo1iusb.cloudfront.net/pr oduction/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699494655 EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	Subject leader Release time £16000 Training £2100
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Targeted academic support

Budgeted cost: **£74,557**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the low starting points pupils enter the school in Reading, Writing and Maths	Interventions to run in school in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4 £7992
Pupils in Year 3 make rapid progress in phonics and early reading skills. Purchased Sounds write Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for a wider body of staff to ensure succession planning.	Quick identification of pupils in Year 3 having not met the phonics check in Year 1 or in Year 2. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2,3 £2550
Supporting children who are disadvantaged and have SEND need Develop best practice and ensure we are meeting their needs through	There are several pupils who have significant SEND with complex needs, that even with quality first teaching, are not making the expected progress for their age. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure	5 1 2 3 £53,500 (covering SENDCO time, intervention, resources and

1) Environment development 2) Holistic understanding of needs 3) Access to high quality teaching 4) Complement high quality teaching with small groups and one to one intervention	they receive the correct additional support through interventions or teacher instruction: Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	access to testing)
Use standardised testing to track pupil progress, attainment and hold staff to account. NFER	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3 5 £1545
Resources to support Teaching and learning Nessy NGRT	EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	£9000

Wider strategies

Budgeted cost: **£79,923**

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 through: 1) Nurture provision 2) Positive play support	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):	3 4 5 8 £53,723

<p>Improve resilience and aspirations through whole school projects and policies</p> <p>Inclusion lead 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The EEF toolkit and nurture groups – NurtureUK</p>	
<p>Whole staff training on de-escalation and ARAS principles to improve behaviour and maintain a consistent approach across school.</p> <p>- team teach inset.</p> <p>- Behaviour support CPD sessions x2</p> <p>-Implement behaviour policy and procedures based on restorative practice.</p> <p>Inclusion lead time and staff release time for training</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</p>	<p>3 4 5</p> <p>£3,000</p> <p>£3,100</p>
<p>Ensure attendance of PP pupils is not a barrier to them accessing learning and making progress. Both PP PA and non-PP PA are both on a downward trend we want to keep this going National is 17% Non-PP children to use this as a target. Non-PP currently 13.79% Current year 5 will be a specific focus.</p> <p>- Inclusion Lead 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 Improving School Attendance advice.</p>	<p>Data analysis shows that attendance is a barrier to pupil progress and attainment. 100% of pupils who are persistently absent are currently PP children.</p> <p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</p>	<p>6 8</p> <p>£10,100</p>

Musical tuition	Arts participation EEF (educationendowmentfoundation.org.uk)	7 £500
Support to undertake this		
Residential Subsidies	A study into the benefits of residential visits on social and academic outcomes of pupils	7 £2500
Support to attend these	Evaluating Learning Away - Learning Away (stackstaging.com)	
Contingency fund covering a range of areas such as FareShare (£2,520) School trips Resources School attendance reward scheme for classes each half term. Subsidising Breakfast club to ensure no child starts school hungry. Therapy ponies Happy hens	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. FareShare Fighting hunger, tackling food waste in the UK Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	3 4 5 7 8 £7000

Total budgeted cost: £183,715

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 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 4% lower. the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 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, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Although overall attendance in 2022/23 93.7% was higher than in the preceding year at 92.8%, it was higher than the national average. 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. 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
NTP	the IP CONSULTANTS

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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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 new 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.