



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	178
Proportion (%) of pupil premium eligible pupils	117 (63.6%) (47% of PP also SEND)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emily Jones Headteacher
Pupil premium lead	Claire Beecroft Deputy Headteacher
Governor / Trustee lead	Laura Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,000
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	£181,000

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, 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 concerning behaviours 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 -Pupils enter Year 3 with low phonics scores (43%) and therefore are not secure in 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 – SEMH. A student's emotional wellbeing 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 (47%)
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.

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 continuing to reduce. The gap will be diminishing year on year.
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. Adaptive learning will bring them closer 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.
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.	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)

Improve resilience and aspirations through whole school projects	<ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils <ul style="list-style-type: none"> • Therapy ponies, chickens, (hens 4 hire) • Pupil voice, pupil Microsoft forms. • Growth Mindset • OPAL • Afterschool clubs
PP pupils who also have additional needs are making good progress over time.	<p>Currently 46% of pupils who are PP also have additional needs.</p> <p>The curriculum, teaching and learning ensures that PP children who have additional needs are making good progress based on their starting points. Adaptive teaching and curriculum</p>
Attendance of PP pupils is not a barrier to them accessing learning and making progress.	<p>Persistent absence for PP pupils is 10% or lower.</p> <p>Attendance for PP pupils is 95% or higher.</p>
Pupils have greater life experiences.	<p>The curriculum planning, provision and implementation ensures pupils have wider life experiences.</p> <p>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.</p> <p>Pupils have opportunity to have an overnight stay in years 5 and 6, participate in sporting events, participate in concerts, school trips, peripatetic music lessons,</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 56% of disadvantaged pupils will meet the expected standard.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p>

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 56% of disadvantaged pupils will meet 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. FareShare, clothing support, Breakfast Club support. Star Foundation & 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: **£25,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed Costs
Improve Quality First Teaching Staff meeting time to improve: <ul style="list-style-type: none">• Explicit teaching, clear modelling and guided practice (WalkThurs)• Regular retrieval practice (low-stakes quizzes, spaced review)• Frequent, high-quality feedback that helps pupils improve work	<p>These approaches are rooted in current, high-quality educational research:</p> <p>Research consistently shows that the quality of teaching has one of the largest impacts on pupil progress — particularly for disadvantaged learners.</p> <p>A well-sequenced, coherent curriculum helps pupils build long-term memory and reduce gaps in prior learning.</p> <p>Strong evidence supports explicit instruction features such as:</p> <ul style="list-style-type: none">• Clear explanations• Modelling and guided practice• Frequent checks for understanding	
Targeted Intervention <ul style="list-style-type: none">• Disadvantaged pupils who need catch-up support receive structured small-group or 1:1 interventions that align with classroom learning.• Progress of these pupils is tracked every 6 weeks and interventions adjusted accordingly.	<p>These approaches help pupils engage with challenging content and reduce cognitive overload.</p> <p>Frequent, spaced recall improves retention and helps overcome “the forgetting curve.” This supports disadvantaged pupils who may lack access to reinforcement outside school.</p> <p>Effective feedback (focused and actionable) accelerates progress,</p>	

	especially for learners with gaps in foundational skills.	
To develop subject leaders' specialisms and subject expertise through various networks through the trust and organisations. Subject leaders to QA their curriculum plans and identify any areas for improvement. SLT release time to QA and ensure clear	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: <u>Maths guidance KS 1 and 2.pdf</u> The EEF guidance is based on a range of the best available evidence: <u>EEF-Effective-Professional-Development-Guidance-Report.pdf</u> (d2tic4wvo1iusb.cloudfront.net)	1 2 3 4 Release time to visit other settings £3,850 Subject leader Release time £12000
progression and cohesion for ALL subjects. Staff and support staff: Feedback and live marking	<u>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidancereports/literacy-ks2/EEF-Improvingliteracy-in-key-stage-2-report-Second-edition.pdf?v=1699494655</u> <u>EEF-Effective-Professional-Development-Guidance-Report.pdf</u> (d2tic4wvo1iusb.cloudfront.net)	Training £1100

Targeted academic support

Budgeted cost: **£68,577**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the low starting points pupils enter the school in Reading, Writing and Maths Arithmagicians Rapid Reads Precision Teaching SATs Boot Camp	Interventions to run in school in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1,2,3,4 £6952

<p>Pupils in Year 3 make rapid progress in phonics and early reading skills.</p> <p>Embed and develop Sounds write Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Quick identification of pupils in 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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2,3 £1550</p>
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<p>Training for a wider body of staff to ensure succession planning.</p>		
<p>Supporting children who are disadvantaged and have SEND need</p> <p>Develop best practice and ensure we are meeting their needs through</p> <ol style="list-style-type: none"> 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 5) Use TA's effectively in all classes, to impact on the children's learning. 	<p>There are some 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 they receive the correct additional support through interventions or teacher instruction:</p> <ul style="list-style-type: none"> • SEND plans/ EHCP/ assessments/ EP/ISAS/ SEND reviews/ Pupil Progress meetings/ referrals etc <p>Special Educational Needs in Mainstream Schools EEF http://educationendowmentfoundation.org.uk</p>	<p>5 1 2 3 £50,500 (covering SENDCO time, intervention, resources and access to testing)</p>

Use standardised testing to track pupil progress, attainment and hold staff to account. NFER Bsquared YARC assessment Wellcomm	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 Target setting.	3 5 £1575
Resources to support Teaching and learning Nessy	EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	£8000
Reading plus TTRS		

Wider strategies

Budgeted cost: £74,303

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

<p>To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning through:</p> <ol style="list-style-type: none"> 1) Nurture provision 2) Positive play support 3) Thrive intervention 4) ELSA 5) Forest School 6) Creative Mentor 7) Year 3 further provision 8) SALT provision <p>Improve resilience and aspirations through whole school projects and policies</p> <p>Develop parental engagement with support for them at home.</p> <p>Coffee mornings and PP meetings (COMPASS)</p> <p>FSW worker</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The EEF toolkit and nurture groups – NurtureUK</p>	<p>3 4 5 8 £51,103</p>
<p>Whole staff training on deescalation and Trauma informed principles to improve behaviour and maintain a consistent approach across school.</p> <p>- Team Teach</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3 4 5 £2,500</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>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</p>	<p>£3,000</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. Needs to continue. National is 17% Non-PP children to use this as a target.</p> <p>Non-PP currently 13.79% Current year 5 will be a specific focus.</p> <p>Deputy Head 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>Support and signpost this.</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 £9,100</p>
<p>Residential Subsidies</p> <p>Subsidised places for attendees.</p>	<p>A study into the benefits of residential visits on social and academic outcomes of pupils</p> <p>Evaluating Learning Away - Learning Away (stackstaging.com)</p>	<p>7 £2100</p>

<p>Subsidising Breakfast club to ensure no child starts school hungry.</p>	<p>quickly to needs that have not yet been identified.</p> <p><u>FareShare Fighting hunger, tackling food waste in the UK</u></p> <p><u>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</u></p>	
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Total budgeted cost: £167,980

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 2023 to 2024 academic year.

Our internal assessments during 2024/2025 suggested that the performance of disadvantaged pupils was higher than in the previous year in key areas of the curriculum (reading writing and maths). Combined is 11% higher. the outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore not fully realised.

Our end of key stage data for 2026 shows decreased gaps between non-PP and PP in all areas, the largest gap of 33% was in writing which we are targeting in this plan. Reading data, which has been a focus this year and on-going is only a 15% gap now.

Overall attendance in 2024/25 was 93.5%, lower than in the preceding year at Just under than the national average. Gaps are now smaller than in the previous year. PP 93.44%, Non PP 95.32%. Attendance still forms an important part of our PP Strategy.

	PP 23/24	NPP 23/24	PP 24/25	NPP 24/ 25
Reading	35%	50%	38%	74%
Maths	48%	78%	38%	68%
Writing	No data	No data	24%	53%
Combined	0%	0%	24%	47%
Grammar	26%	68%	41%	58%

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

Service pupil premium funding (optional)

Measure	Details

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 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.