# Pupil premium strategy statement – Springfield Primary Academy

# This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Springfield Primary Academy |
| Number of pupils in school | 347 (including 18 nursery children) |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | T Storr |
| Pupil premium lead | T Storr |
| Governor / Trustee lead | Academy Improvement Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £81,153 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £81,153 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Springfield Primary Academy, we are committed to providing all children with the best possible start, enabling them to develop high aspirations, and an awareness of the opportunities available to them in the wider world. It is imperative that we ensure all children achieve, regardless of their starting point in life and that no child is left behind. It is essential that this additional public funding is used effectively, with careful planning, in order that we close the gap between disadvantaged children and their peers. We are committed to challenging and supporting each child, in order for them to reach their full potential. Personalised intervention for emotional needs, as well as academic is an entitlement regardless of prior attainment, pastoral or learning needs. As recommended by the Education Endowment Foundation (EEF), we have a tiered approach to Pupil Premium spending. Quality first teaching takes priority, and this includes professional development and training for all staff to ensure that the teaching standard across school is consistently high. We focus on improving teaching, targeted academic support and wider strategies to tackle behaviour, attendance and social and emotional concerns. We believe that while academic progress is of the utmost importance, we also ensure that children develop confidence, key skills and experience wider opportunities to benefit their personal development, alongside their academic success. All Pupil Premium children benefit from the funding, not just those who are deemed to be working below age related expectations. |

## Challenges

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

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| Challenge number | Detail of challenge |
| Children eligible for Pupil Premium funding at Springfield are diverse in their needs and do not necessarily fall into groups with commonalities. They need personalised support for various challenges including: | |
| 1 | SEMH needs |
| 2 | Low attainment on entry |
| 3 | Limited wider opportunities and experiences |
| 4 | Low aspirations |
| 5 | Lack of parental support |
| 6 | SEND & critical learners |

## 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.

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| Intended outcome | Success criteria |
| Maintain good attendance and punctuality. | Attendance and punctuality for disadvantaged pupils to be in line with others in school and nationally  Reduction in the percentage of persistent absentees across school |
| Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement. | All children feel well supported, safe and happy at school.  Children can self-manage behaviour and ask for help when support is needed.  Attitudes to learning for all children is positive and learning behaviours are outstanding |
| To provide all children with an ambitious curriculum which provides an extensive range of wider opportunities and experiences. | Curriculum enrichment will have a positive impact on children’s knowledge and understanding of the world around them.  children who can speak confidently about their high aspirations and have an understanding of the world they live in. |
| Increase the percentage of disadvantaged pupils reaching ARE.  Ensure all pupils, whether pupil premium or SEND or both, make at least good progress over the year. | Increase in the percentage of disadvantaged pupils attaining age related expectations in each year group. |

## 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: £30297.71

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued investment in Little Wandle Phonics training and resources.  Cost - £1,500 | EEF Toolkit | 2, 5 & 6 |
| Vipers (literacy shed) has been introduced across school with high quality reading texts to ensure all children are taught with a consistent approach and high expectations.  £800.21 | Interactive and engaging online resources help to reinforce in class learning. Pupil voice indicates that pupils are more likely to use some of these apps at home when they have used them in school. | 4 |
| Reading Plus rolled out across KS2 to accelerate reading achievement through personalised instruction and intervention  £3400 per year for 3 years | Fewer children engaged in reading at home. Fall in KS2 reading standards from the previous year. | 1, 2, 3 ,4 ,5 & 6 |
| Staff CPD  Voice 21  £2500 | Oral language approaches have a high impact on pupil outcomes.  There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  Higher proportion of PUP have speech and language difficulties than non-PUP | 1, 2. 3, 4, 5 & 6 |
|  |  |  |
| Smaller classes in KS1 teaching phonics, reading, writing and maths.  £22,097.50 | Some disadvantaged children have been identified as critical learners. Smaller targeted classes will benefit all. | 1, 2, 5 & 6 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £27,166.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted intervention and additional support  £24166.50 | EEF - Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes | 1, 2, 5 & 6 |
| Boosters for Y6 in Spring term  £3000 | EEF | 2, 6 & 5 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £45487.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning mentor to support targeted children.  £24,166.50 | EEF | 1, 3, 4 & 5 |
| Educational and residential visits (reduced costs)  £2,500 | EEF | 3,4 &5 |
| Music teachers  £11,266 | Every child has the right to play a musical instrument | 3, 4 & 5 |
| Reduced cost for clubs.  £1,300 | Experiential learning is crucial to development. | 3, 4 & 5 |
| Partially and fully funded life experiences across the curriculum (eg Pantomime, local farm visit, **first aid training** local art company)  £6255 | Experiential learning is crucial to development. | 3, 4 & 5 |
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**Total budgeted cost: £102,951.71**

# 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 2023-2024 academic year.

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| Teaching and learning   * Ofsted graded the quality of teaching and learning as good * SLT closely monitor all children’s progress including pupil premium. They closely monitor the intervention, tutoring and programmes used to support children. * Little Wandle training for all staff has ensured practioners are confident and the children have access to high quality daily phonics. * Little Wandle embedded across Foundation and Key stage one to increase reading fluency and confidence. * Our learning mentor provides social, emotional and mental health support to all children when needed as well as carrying out planned interventions. * 38% of children across school, in receipt of pupil premium, made at least expected progress in reading, writing and maths.   Targeted academic support   * Reading Plus has increased engagement with reading, both at home and in school for KS2. Teachers are able to confidently assess children’s current attainment levels and plan ways forward to ensure rapid progress. * Little Wandle Rapid Catch Up and SEND programmes are impacting positively on reading progress in Years 2, 3 and 4 * All year 6 children had opportunity to attend booster classes before school in reading and maths. * Tutoring groups ensured our children made good progress in all areas and most children achieved their potential.   Wider strategies   * Attendance for all children is approximately in line with national average. * Positive relationships have been established with the learning mentor, principal and families. This has positively impacted on their attendance and support at home.   Attainment of pupil premium pupils 2024. See table below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ARE | Reading | Writing | Maths | RWM | | Pupils | 59% | 51% | 52% | 38% | |