

**Pupil Premium Strategy Statement**  
**Springfield Primary Academy**



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Primary Academy
Number of pupils in school	340 (including 29 nursery children)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1 <sup>st</sup> December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A. Willett
Pupil premium lead	A. Willett
Governor / Trustee lead	Academy Improvement Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,940
Recovery premium funding allocation this academic year	£6380
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	£67320

# Part A: Pupil premium strategy plan

## Statement of intent

At Springfield Primary Academy, we believe that educational attainment is the best predictor that we have of a young person's long-term outcomes and it is, therefore, important that we ensure all children achieve, whatever their background or level of social deprivation. It is important 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 (EFF), we have a tiered approach to Pupil Premium spending. Teaching takes priority and this includes professional development and training for all staff. We focus on improving teaching, targeted academic support and wider strategies to tackle behaviour, attendance and social and emotional concerns. We believe that progress cannot be judged on data alone and we ensure that children develop confidence and key skills alongside academic success. All Pupil Premium children benefit from the funding, not just those who are deemed to be under performing.

## Challenges

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

Challenge number	Detail of challenge
1	A number of our Pupil Premium children have poor attendance, with 9 of our Pupil Premium children falling into the persistent absence category.
2	A number of children on the Pupil Premium register come from families with additional needs. This can cause difficulties with them accessing learning, socially, emotionally and academically. The range of difficulties often require pupils to have access to additional pastoral support.
3	Limited 'wider' experiences and opportunities in life to draw upon which can link to lack of aspiration for the future.
4	Attainment is lower for disadvantaged learners than their peers, both in school and nationally.

## 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
<p>Improve the attendance of disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils to be in line with others in school and nationally Reduction in the percentage of persistent absentees across school</p>
<p>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.</p>	<p>Welfare, emotional and safeguarding barriers are minimised, enabling pupil premium children to achieve in line with their peers Attitudes to learning for all children is positive and learning behaviours are outstanding Families are supported to reduce barriers to children's achievement</p>
<p>Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the working world.</p>	<p>Curriculum enrichment will have a positive impact on children's knowledge and understanding of the world around them Parental feedback is positive with regards to the Wider Curriculum</p>
<p>Increase the percentage of disadvantaged pupils reaching standards. Ensure all pupils, whether pupil premium or SEND or both, make at least good progress over the year.</p>	<p>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers Outcomes will be at least in line with national Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated Where there is a gap this is diminishing The quality of teaching in all year groups is at least good in all lessons at all times, and often outstanding Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement</p>

## 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Little Wandle Phonics across KS1 and target children in Y3 that are not on track	Phonics has a positive impact overall...and is an important component in the development of early reading skills. (Education Endowment Foundation)	4
CPD 'Building Word Power in Reception and KS1'	Oral language interventions have a very high impact (+6 moths) (EEF)	4
CPD to further develop collaborative approaches to teaching and learning.	The impact of collaborative approaches on learning is consistently positive. (EEF)	4
CPD to further develop feedback strategies.	Feedback studies tend to show high effects on learning. (EEF)	4
CPD to further develop metacognition and self-regulation.	The potential impact of meta-cognition and self-regulation approaches is high (+7 months additional progress). (EEF)	4
CPD on 'The Great Teaching Toolkit' for all teaching staff	The EEF Pupil premium guide states that improving quality first teaching should be the first priority.  We are providing a CPD budget to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.	4
CPD to enable subject leads to support staff effectively.	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' (EFF)	4

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

Budgeted cost: £44,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
L3 teaching assistants used across the school for targeted intervention of PP children.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)	4
1:3 support as part of school led tutoring programme.	Small group tuition has an average impact of 4 months' additional progress over the course of a year. (EEF)	4
Nuffield Early Language Intervention delivered by TA.	Oral language approaches have a high impact on pupil outcomes. (EEF)	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly PSHE lessons to support wellbeing and a greater engagement in learning.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	2
Learning mentor employed to support targeted children.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	2
Learning mentor to work with identified families to improve children's attendance and punctuality.	Without regular attendance, levels of attainment suffer and opportunities are missed to obtain maximum benefit from education. Persistent absence and lateness will affect a child's achievement and progress in school.	1, 2
Reduced cost for visits and clubs.	Experiential learning is crucial to development.	3
Curriculum plan in place that ensures we develop experiences within the local	Experiential learning is crucial to development.	3

community and beyond. Introduction of the Springfield 'Pupil Passport' that will supplement this.		
Further CPD for all staff on emotion coaching.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	2
Provision of a school sweatshirt/cardigan annually for all PP children.	A clear dress code that sets boundaries and helps pupils to see school as a working environment.	3
Provision of free school milk.	Milk is a good source of energy and protein.	3

**Total budgeted cost: £67,320**

## **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 2021-2022 academic year.

We have developed a high quality curriculum, with a two year cycle, that has been planned to meet the needs of all Springfield children.

Our Learning Mentor has been instrumental in supporting pupil's mental well-being, enabling children to access learning.

Story Time Phonics was purchased for Foundation Stage and Key Stage 1. This was embedded successfully in Foundation Stage and Key Stage 1. By the end of Year 2, only one child had not met the standard in the phonics screening. In year 1, 80% of children met the standard and 100% of our Pupil Premium children.

In Years 1 to 5, 97% of pupil premium children made good progress in Reading, 26% made accelerated progress. In Writing, 94% made good progress, 31% made accelerated progress. In Maths, 91% made good progress, 14% made accelerated progress.

In Year 6, 57% of pupil premium children met age related expectations in Reading and 29% exceeded this. In Writing, 86% met age related expectations and 14% exceeded this. In Maths, 43% met age related expectations and 14% exceeded this.