# Pupil premium strategy statement – Springfield Primary Academy

# 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

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| Detail | Data |
| School name | Springfield Primary Academy |
| Number of pupils in school | 322 (including 24 nursery children) |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| 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 | £66,350 |
| Recovery premium funding allocation this academic year | £6380 |
| 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 | £72,730 |

# 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 and key skills 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 |
| 1 | A number of our Pupil Premium children have poor attendance, and many of our Pupil Premium children falling into the persistent absence category. |
| 2 | The chaotic family lives of some of our Pupil Premium children can result in a lack of parental support both emotionally and academically. |
| 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 and attainment is lower on entry. |

## 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 |
| Improve the attendance of disadvantaged pupils. | Attendance 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 are able to 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  Parental feedback is positive with regards to the Wider Curriculum |
| 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 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: £48,736

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| 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  Cost - £1,483.92 | EEF Toolkit | 4 |
| 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.  £680.70 | 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 |
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| Staff CPD | EEF Principles and use of GTT staff meeting/training costs | 4 |
| Targeted intervention and additional support  £41,787 | EEF | 4 |
| Target year 2 maths gaps by smaller groups, additional adult  £4,785 | Some disadvantaged children have been identified as critical learners as a result of time missed in education after covid related disruption | 4 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £11,455

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School led tutoring programme. | EEF  Some disadvantaged children have been identified as critical learners in Year 6 as a result of time missed in education after covid related disruption | 4 |
| Boosters for Y6 in Spring term | EEF | 4 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £39,814

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning mentor employed to support targeted children. | EEF | 2 |
| Learning mentor to work with identified families to improve children’s attendance and punctuality.  £22,837 | EEF. | 1, 2 |
| Educational and residential visits (reduced costs)  £2,249.50 | EEF | 3,4 |
| Music teacher  £12,978 | Every child has the right to play a musical instrument | 3, 4 |
| Implement the Thrive Approach to better understand and meet pupils SEMH needs and remove behavioural barriers to attendance and learning | The Thrive Approach draws on established neuroscience and child development theories to benefit children and young people of all ages. Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment | 1,2,3,4 |
| Reduced cost for clubs.  £1,300 | Experiential learning is crucial to development. | 3 |
| Partially and fully funded life experiences across the curriculum (eg Pantomime, local farm visit, **first aid training** local art company)  £450 | Experiential learning is crucial to development. | 3 |
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**Total budgeted cost: £100,005**

# 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.

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| Supporting 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. * Little Wandle assessment and daily catch up sessions are regularly reviewed to ensure all children’s gaps are being targeted. * Our new learning mentor provides social, emotional and mental health support to all children when needed as well as carrying out planned interventions. * 49% of children across school, in receipt of pupil premium, made at least expected progress in reading, writing and maths.   Targeted academic support   * Increased engagement with reading, both at home and in school is a result of new recommended reads in all year groups. All children have access to books in their classrooms and can take these home. * All children participating in whole class reading. All books are challenging and age appropriate high quality texts are used. * Positive feedback was given by all parents and children about reading in school. * All year 6 children had opportunity to attend booster classes before school in reading and maths. * Tutoring groups planned and monitored to ensure our children make good progress in all areas and all children are at least ARE.   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. |

**Pupil premium strategy outcomes**

Those children in receipt of Pupil Premium funding received quality first teaching and a range of targeted interventions and wider strategies. Our new learning mentor has given us the opportunity to focus on social and wellbeing.

**Progress at the end of KS2**

There were 3 children in receipt of pupil premium funding. 1 child left the school before SATs.

Reading 100% (2 children) made expected progress and 0% better than expected progress.

Writing 100% (2 children) made expected progress and 0% better than expected progress

Maths 1 child made expected progress and 1 better than expected progress.

**Pupil Premium children**

Reading 91% made expected progress and 11% better than expected progress

Writing 83% made expected progress and 6% better than expected progress

Maths 94% made expected progress and 13% better than expected progress