



Pupil premium strategy statement

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

Metric	Data
School name	Springfield Primary School
Pupils in school	350
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£99,530.00
Academic year or years covered by statement	2019-2022
Publish date	01 November 2021
Review date	01 October 2022
Statement authorised by	Claire Andrews
Pupil premium lead	Stewart Cowie
Governor lead	Darren Gibbons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,530.00
Recovery premium funding allocation this academic year	£ 26,400.00
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	£ 125,930.00

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality 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 in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Consistent with our vision of 'Working together – Empowering Learning', Springfield Primary aims to maximise the impact of pupil premium funding, while ensuring that we adhere to the government guidance: [Pupil Premium: funding and accountability for schools](#) .

We will ensure that we enable all children to access and achieve a broad and balanced learning journey at Springfield removing the barriers which disadvantaged children can face.

Our current strategy is a working document which is structured to ensure all stakeholders and focused on the priorities and barriers which our disadvantaged children face and how we will overcome these.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1
Writing	-16%
Maths	3%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	72%
Achieving high standard at KS2	11%

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 2021
Progress in Mathematics	Achieve national average progress score in KS2 Mathematics	Sept 2021
Phonics	Achieve national average expected standard in PSC	Sept 2021
Other	Improve attendance of disadvantaged pupils to National average (96%)	Sept 2021

Challenges

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 80 - 90% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 40% of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to positive relationships, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 56 pupils (42 of whom are disadvantaged) currently require additional support with social and emotional needs, with 38 (38 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10 - 15% lower than for non-disadvantaged pupils.</p> <p>4 - 6% of disadvantaged pupils have been 'persistently absent' compared to 2 - 3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

vocabulary among disadvantaged pupils.	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in negative relationships • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme (ELS) effectively	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
1,3,4	Work with the Enigma maths hub and Consultant (IT) to embed Teaching for Mastery	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in

	across all year groups including the use of concrete resources and Mastering Number Programme.	the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3
1,2,4,	Work with the London Literacy hub and Consultant (JM) to embed Resilient Reader teaching across all year groups including MC Grammar and word work across the curriculum.	
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions	
Projected spending		£38, 500.00

Targeted academic support for current academic year

Challenge number(s) addressed	Activity	Evidence that supports this approach
1,2,4	Buy and embed use of ELS resources across EYFS and KS1. The for KS2 embed the use of school reading scheme and library to increase reading for pleasure.	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
1,3,4	Establish Maths Mastery Programme across EYFS and Ks1 and small group maths interventions for disadvantaged pupils falling behind age-related expectations.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:

		<u>Improving Mathematics in Key Stages 2 and 3</u>
1,2,4	Establish the RR/SPaG resources are embedded across all year groups and being used for impact in targeted interventions for disadvantaged pupils falling behind age-related expectations.	
Barriers to learning these priorities address	Encouraging wider reading, parental engagement and providing catch-up in mathematics – typically an area of weakness.	
Projected spending		£26,400.00

Wider strategies for current academic year

Challenge number(s) addressed	Activity	Evidence that supports this approach
4,5,6	Creating and embedding Wrap Around Care including breakfast and after school clubs.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.
4,5,6	Maximising impact of school Trauma therapist and Early Help Support Workers to support families with attendance and acute need.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.	
Projected spending		£61, 030.00

Total budgeted cost: £125,930.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of Staff Meetings, INSET days, use of ITTs to ensure appropriate training is accessed and additional cover being provided by senior leaders.
Teaching	Ensuring Performance Management is seen as a positive tool for professional development	Introduce the opportunity to complete research and present findings to colleagues to evidence the outcomes of their targets.
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with ITT to free up time increasing over the year to lead small groups.
Targeted support	Ensuring that interventions used are research driven for impact	Use Enigma and Literacy hub for proven programs of interventions through pilots and ensure training and delivery is robust.
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO, Early Help Support Workers and school Therapist to identify trends.
Wider strategies	The impact of the pandemic on our family's mental health and wellbeing.	Use of Coffee Morning's and parental engagement activities to develop an open door culture where partnerships of support are facilitated.

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during 2019/20, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 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. The disparity in the data from those who were accessing in face to face and virtual learning. 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, which was aided by use of our robust use of live teaching and learning and google classroom.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94.6%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.5% higher than their peers and persistent absence 4.6% higher. 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, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019 to 2020. On track towards aim. More evident in KS1.
Progress in Mathematics	Clear progression of the impact of the introduction of Mastery Maths in EYFS, KS1 and LKS2. Will transfer to KS2 data in time.
Phonics	Exceeded disadvantaged national average ahead of projection following work with Literacy Hub, need to maintain as we introduction the new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2022, as a result of the delay through pandemic in assessment opportunities.
First Hand Experiences	Saw the introduction of IT to enhance these opportunities, Now, Press, Play, VR and Lyfta to name a few.
Parental Engagement	No improvement due to the impact and restrictions faced through the pandemic as opportunities were limited. Now need to focus on attendance since last year. New focus on PA and barriers to this.

Further information

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.
- 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

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 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.