# Springfields First School Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy (2024-2027), 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 | Springfields First School |
| Number of pupils in school | 162 |
| Proportion (%) of pupil premium eligible pupils | 15.4% |
| Academic years that our current pupil premium strategy plan covers | 2024 – 2027 (1st of 3 year) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Alison Bagnall |
| Pupil premium lead | Alison Bagnall |
| Governor / Trustee lead | Mr M Worthington |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37,000+£340 |
| 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 | £37,340 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.  The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.  We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils’ progress and attainment so that they can reach their full potential.  At Springfields First School we use PP funding to:   * Provide Quality First Teaching – training for teaching * Class support for basic skills * Small group interventions * One to one interventions * Provide nurture groups * Extended opportunities for pupils –educational visitors to school/music lessons |

## 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 | The need for support with learning is identified early so that all children make expected or above progress |
| 2 | Extra support is available for all identified so that the children are prepared for current learning |
| 3 | To develop reading for learning as well as reading for pleasure |
| 4 | To provide access to support enabling the children to develop positive mental health and wellbeing |
| 5 | All children are able to access a range of extended school opportunities allowing them to participate in school life with high self-esteem. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| The need for support with learning is identified early so that all children make expected or above progress | Provide training and support to staff to analyse class data and identify appropriate interventions  All teachers to track the attainment and progress of pupils with funding in their class  All teachers and support staff understand how teaching can be adapted to support learners |
| Extra support is provided to close the attainment gap, so it is at/or is similar to non-Pupil Premium children | Pupils who will benefit from accessing additional learning are quickly identified  All adults working with the child are aware of their needs, targets, and planning for the weeks ahead  Interventions are planned with realistic and achievable targets |
| To develop reading for learning as well as reading for pleasure | Pupils have access to a range of reading materials either through the school library or classroom libraries  Pupils have access to regular reading practice with an adult  Pupils will be prioritised for reading interventions such as Switch on Reading  Pupils accurately assessed for reading ability to ensure that all pupils are reading an appropriately challenging book  Attainment and progress in reading will be accelerated |
| To have a member of staff who can provide emotional support and improve social skills | HOPE support to be provided on a weekly basis for pupils to improve pupil’s self-esteem and social skills |
| Provide extended school opportunities so that pupils are happy and participate fully in school life with high self-esteem | Disadvantaged pupils access ‘in school’ educational visitors and music lessons in KS2 to widen opportunities and raise self-esteem. |

## 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: £500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide further training for all staff to support pupils with their learning* | Using EEF research to develop adaptive teaching within the classroom, allowing pupils to accelerate their learn, increasing their progress and closing the attainment gap. Allowing pupils to become confident, independent learners. Supporting teachers to quickly identify barriers to learning and helping them provide intervention to accelerate learning.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> | 25 pupils |

**Targeted academic support**

Budgeted cost: £31,840

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Delivery of intervention groups* | Intervention catch-up groups for phonics, spelling, basic maths skills provided to challenge understanding and reinforce key concepts and accelerate progress  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 25 pupils |
| *One to one intervention to provide accelerated*  *progress in reading* | One to one support for daily readers especially where pupils do not read at home.  Completion of the12-week programme for Switch on reading  Completion of the 12-week programme Switch on writing  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> | 6 pupils |

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

Budgeted cost: £5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide additional hours of HOPE support* | Provide HOPE support to develop self-esteem, social and emotional skills.  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning> | 6 pupils |
| *Provide access educational visitors in school and music lessons* | Provide extended school opportunities (in-school visitors/music lessons) so pupils are happy and participate fully in school life with high self-esteem | 25 pupils |

**Total budgeted cost: £37,340**

# 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.

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| *The performance data for our school’s disadvantaged pupils has been analysed using our own internal data together with the statutory phonic assessment data.*  *EYFS – reaching the ELG in reading/writing/maths (7 pupils with funding)*   |  |  | | --- | --- | | *Early Learning Goal (ELG)* | *% of pupils attaining the ELG* | | *Reading* | *57%* | | *Writing* | *29%* | | *Maths* | *71%* |   *Phonic Check Yr1 – 50% met the check (2 pupils with funding in the cohort)*  *Internal assessments: Percentage of pupils meeting the age-related expectations*   |  |  |  |  | | --- | --- | --- | --- | |  | *Reading* | *Writing* | *Maths* | | *Year 1* *(2 pupils)* | *50%* | *50%* | *50%* | | *Year 2*  *(3 Pupils)* | *60%* | *50%* | *60%* | | *Year 3*  *(8 Pupils)* | *55.6%* | *55.6%* | *66.7%* | | *Year 4*  *(3 Pupils)* | *66.7%* | *33.3%* | *33.3%* | |
| *All staff received training to further develop their behaviour management skills. This helped staff to implement a restorative and relational approach to behaviour management. Staff have developed a calm, purposeful classroom environment to facilitate learning.*  *All staff can support pupils with their self-regulation and help them create positive relationships with other pupils and staff, leading to less time being spent resolving minor disagreements. This has had a positive impact on transition periods between sessions, leading to a reduction in time wasted and an increase in learning.*  *One member of staff is employed to support pupils with their mental health. Pupils have been supported to build relationships with others and managing their emotions. The staff member has provided a ‘supportive ear’ to listen to worries and concerns. She has also used metacognition strategies to build resilience in pupils. Pupils have been supported with strategies to understand and manage their emotions when in the classroom. This has led to less outbursts and more sustained periods of learning.*  *One to one support has been used to provide interventions in literacy and maths. Reading interventions have been particularly successfully especially in Yr3 and Yr4 with 55%/66% of pupils working at the expected level. Switch onto Reading has provided focused daily reading to five pupils with funding, accelerating their progress. A Nessy intervention for spelling has been implemented twice a week with pupils in Yr3 and Yr4. Extra Little Wandle interventions have benefited pupils with funding in Reception and Yr1.*  *All pupils have enjoyed extended opportunities. Pupil Premium has funded one after school club per term per pupil, ranging from Lego club to a variety of sports clubs. It has funded all visitors into school, educational visits and residential visits for all pupils eligible for funding. All pupils with funding can access music lessons.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Nessy |  |
| Big Cat Reading | Collins |
| Spelling Shed | Education Shed Ltd |
| White Rose Maths | Trinity MAT |
| Little Wandle Phonics | Wandle Learning Trust |
| Picture News | Picture News Ltd |
| EYFS Picture News | Picture News Ltd |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Support within the class for basic skills, reading, writing and maths |
| What was the impact of that spending on service pupil premium eligible pupils? | All pupils are working at or above the expected level. |