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

Detail	Data
School name	Springfields First School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	6.15%
Academic years that our current pupil premium strategy plan covers	2024 – 2027 (3rd of 3 year)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2029
Statement authorised by	Emma Goodfellow
Pupil premium lead	Emma Goodfellow
Governor / Trustee lead	Gary Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15629
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	£15629

Part A: Pupil premium strategy plan

Statement of intent

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.

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 (July 2027)**, and how we will measure whether they have been achieved.

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 EPATT 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	ELSA 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: £300

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	8 pupils

Targeted academic support

Budgeted cost: £10329

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	8 pupils
One to one intervention	One to one support for daily readers especially where pupils do not read at home.	8 pupils

to provide accelerated progress in reading	Completion of the EPATT programme for reading and spelling Completion of the EPATT programme Maths https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional hours of ELSA support	Provide ELSA support to develop self-esteem, social and emotional skills. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	10 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	8 pupils

Total budgeted cost: £15629

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 2025 to 2026 academic year.

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 –50% reaching the ELG in reading/writing/maths (2 pupils with funding)

Phonic Check Yr1 – 0 pupils with funding in the cohort

Phonic Check Yr2 – 0% met re-check (1 pupil with funding in the re-check cohort)

Internal assessments: Percentage of pupils meeting the age-related expectations

	Reading	*Writing*	*Maths*
Reception (2 pupils)	*50%*	*50%*	*50%*
Year 1 (0 pupils)	*0%*	*0%*	*0%*
Year 2 (4 Pupils)	*50%*	*50%*	*75%*
Year 3 (2 Pupils)	*50%*	*50%*	*50%*
Year 4 (6 Pupils)	*83.4%*	*66.6%*	*50%*

All staff will receive further training to develop adaptive teaching across the school. This will allow staff to provide appropriate support to a range of learners including those with SEND. Staff will continue to how they provide feedback and use scaffolding to support learning.

All staff can fully support pupils with their learning.

One member of staff has completed the ELSA training. She is employed to support pupils with their mental health. Pupils have been supported to build relationships with others and managing their emotions. 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. She has worked on an individual and group basis and the use of the newly established ELSA room proved successful in providing a calm and nurturing environment.

One to one support has been used to provide interventions in literacy. Reading interventions have been particularly successfully especially in Yr3 and Yr4 with 77.4% of pupils working at the expected level. EPATT has provided focused daily reading to 2 pupils with funding, accelerating their progress. A Nessy intervention for spelling has been implemented with pupils in Yr3 and Yr4. Extra Little Wandle interventions have benefited pupils with funding in Reception, Year 1 and Year 2.

All pupils have enjoyed extended opportunities. Pupil Premium has funded visitors into school, educational visits and residential visits for pupils eligible for funding. All pupils with funding can access music lessons on a weekly basis.

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

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
EPATT (EP Literacy approach)	Staffordshire EP Service

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A