





Pupil premium strategy statement

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 disadvantaged pupils. This is part of a three-year strategy.

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 | 480 (inc. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 40.6% (September 22) |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Sasha Taylor |
| Pupil premium lead | Sasha Taylor |
| Governor / Trustee lead | Joseph Broadfield |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £297,398 |
| Recovery premium funding allocation this academic year | £29,290 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £326,688 |



Part A: Pupil premium strategy plan

Statement of intent

We will use a tiered approach to Pupil Premium and Recovery Premium spending. This will help ensure we balance approaches to improving teaching, targeted academic support and wider strategies.

By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Through targeted academic support, we will work hard to ensure pupils identified as needing to catch up with their peers get the help they need to make good progress.

In addition to academic support, interventions are in place to ensure a more holistic approach. 1:1 mentoring and small, social group activities will help remove barriers to learning linked to emotional and behavioural development.

Increasing attendance and reducing persistent absenteeism is also a focus of the school. The Pastoral Manager will provide relentless challenge and support to the families of children whose attendance is causing concern.

Raising the achievement of disadvantaged pupils is the responsibility of all staff and our pupil premium strategy is fully aligned with our school development plan.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance |
| 2 | Gaps in pupil knowledge due to varied starting points in education |
| 3 | English as an additional language |
| 4 | Mobility – increased level of in-year joiners |
| 5 | Limited access to varied life experiences |
| 6 | Increased requirement for access to early help |



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 attendance for disadvantaged pupils | Attendance for disadvantaged pupils improves to at least 96%. Persistent absence rated for disadvantaged pupils are 10% or below. |
| Highly effective quality first teaching | Monitoring and evaluation shows that all teaching in school is at least good |
| Disadvantaged pupils make at least strong progress. | In reading, writing and maths, 100% of disadvantaged pupils make strong progress and at least 35% make substantial progress from previous statutory assessment points. In statutory assessments, pupils eligible for pupil premium perform at least in line with their non-disadvantaged peers nationally. |
| Increased access to a wide range of curricular and extra-curricular experiences | All disadvantaged pupils participate in curricular experiences. Rates of participation in extra-curricular clubs are high. |
| Disadvantaged pupils and their families benefit from pastoral care and assistance | Tracking of behaviour data shows that incidents involving disadvantaged pupils are decreasing. Case studies evidence the positive impact of early help interventions. |



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: £138,413

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Non-classed based senior leadership team, with responsibility for reading, writing, inclusion and curriculum will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching. | EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i> . Important aspects of CPD provided include: teacher feedback, reading comprehension strategies, phonics and split provision teaching. All of which the EEF research shows has a positive impact on pupil outcomes. | 2, 3, 4 & 5 |
| Senior leaders will play a key role in the school's curriculum design and development work. There will be a strong focus on developing wider curriculum subjects through coaching and mentoring of subject leaders. | Leaders are designing and systematically developing a curriculum, based on the findings of research, that promotes remembering. The curriculum model creates links across the year groups and across subjects so that knowledge and concepts taught in one subject are explicitly reinforced and revisited not only in other subjects, but in subsequent years. Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding. | 2, 3, 4 & 5 |
| The curriculum will be well resourced with investment to enhance provision in the wider curriculum, maths, phonics and resources for pupils with SEND or EAL. | Leaders have thought carefully about the rationale for their curriculum and understand the importance of pupils acquiring early language skills and knowledge. It aims to provide cultural capital through relevant and engaging learning experiences for pupils, which enable them to acquire knowledge | 2, 3, 4 & 5 |



| | | |
|--|---|--|
| | and skills and to deepen their understanding. | |
|--|---|--|

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

Budgeted cost: £52,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted teaching support for low prior attaining pupils, to enable substantial progress. | EEF research shows that small group tuition has a positive impact on attainment levels. | 2 |
| Small group language intervention and 1:1 support from SEND teaching assistant. | EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills | 2, 3, 4, & 5 |

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

Budgeted cost: £135,775

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral Manager to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning. | Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school. | 1 & 6 |
| Rewards and incentives to support the school attendance strategy. | | 1 |
| Additional attendance support to further reduce persistent absenteeism and allow support, challenge and 1 st day absence home visits for persistently absent children | | 1 |
| Family support worker to provide the support and signposting required by | | 6 |



| | | |
|--|---|-------|
| families with challenging circumstances | | |
| Health and Learning Mentor to provide 1:1 support and intervention to support pupils with self-regulation and understanding of emotions. | EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment. | 5 & 6 |

Total budgeted cost: £274,160

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 2022 to 2023 academic year.

- In EYFS, 54.5% of disadvantaged pupils achieved a GLD (good level of development). Compared to 58.6% in Birmingham.
- In Year 1, 52.4% and in Year 2 88.9% of disadvantaged pupils passed the phonics screening check. Compared to 73.9% and 84.5% in Birmingham.
- In Year 2, 48.1% of disadvantaged achieved the expected standard in reading, writing and maths
- In Year 6, 45% of disadvantaged achieved the expected standard in reading, writing and maths (unvalidated data) Compared to 46.8%.
- School monitoring and evaluation, shows that pupils demonstrate high levels of engagement in learning across the curriculum. Disadvantaged children enjoy varied experiences that they may not otherwise have been able to access.
- External trips and visits have been subsidised to increase access for disadvantaged children
- Disadvantaged attendance 95.4% which has improved from 91.8% for 2020-21. However, this area remains a key school improvement priority.
- School held records show high-quality support and guidance offered to families in need of help.
- Participation in sport through extra-curricular clubs in school to support physical and mental well-being.
- Mentor sessions and intervention impacted on pupil wellbeing and behaviour.
- School held records show high-quality support and guidance offered to pupils through 1:1 and small group support.