Pupil premium strategy statement – Springfield Primary Academy

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, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	431 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	52% (September 26)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	**2026-2027** 2024-2025 2025-2026 ✓ 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Shabir Ahmad Headteacher
Pupil premium lead	Shabir Ahmad Headteacher
Governor / Trustee lead	Anita Willar Lead Governor/Yateen Bhoola (DDOE REAch2)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345962
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*	£345962

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all disadvantaged pupils at Springfield Primary Academy achieve outcomes in line with or exceeding their peers nationally. We are committed to closing attainment gaps, fostering high aspirations, and ensuring every child has access to enriching experiences that support their academic, social, and emotional development. We want our disadvantaged pupils to leave primary school as confident, resilient learners who are well-prepared for the next stage of their education.

We place a strong emphasis on high-quality teaching, with a particular focus on strengthening formative assessment and promoting in-the-moment feedback. This enables staff to identify and close gaps in learning swiftly and effectively. Targeted academic support is delivered through diagnostic tools that help us pinpoint foundational gaps in reading, writing, and mathematics, allowing for tailored interventions that meet individual pupil needs. Alongside academic provision, we implement wider strategies to support pupil wellbeing, attendance, and engagement. These include access to enrichment opportunities, safeguarding support, and inclusive practices that ensure every child feels valued and supported.

Our strategy is also closely aligned with our climate education and sustainability priorities. Disadvantaged pupils are actively involved in outdoor learning, nature engagement, and leadership opportunities through initiatives such as the Eco-committee and enrichment clubs. These experiences not only enhance their learning but also empower them to take positive action within their communities.

Key principles include a commitment to equity and inclusion, ensuring that every child has access to high-quality education and enrichment, regardless of background. We believe in early identification and timely intervention to address gaps in learning and wellbeing. Our strategy supports whole-child development, recognising that academic success is closely linked to emotional wellbeing, enrichment and a sense of belonging.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** - Persistent absence among disadvantaged pupils is significantly hindering academic progress as well as social development. Barriers can include health issues, family circumstances, or lack of engagement. At Springfield Primary Academy FSM6 attendance is 95.3% and persistent absence 10.3%; attendance remains a key focus despite strong outcomes.
2	**Gaps in pupil knowledge due to varied starting points in education -** Many of our disadvantaged pupils begin school with lower baseline assessments, particularly in language, literacy, and numeracy. These gaps, often rooted in varied early educational experiences, can persist and widen throughout Early Years, Key Stage 1, and Key Stage 2 without targeted, high-quality support.
3	**English as an additional language** – Many of our Pupil Premium pupils also have EAL needs, which can compound barriers to accessing the curriculum as it affects pupils' comprehension, expression, and confidence, particularly in reading and writing. At Springfield 87.1% of pupils have been identified as EAL.

4	**SEND -** A significant proportion of Pupil Premium pupils also have identified SEND, which presents additional barriers to accessing learning and making expected progress.
5	**Mobility** – School stability remains significantly below national averages, reflecting a high number of pupil moves and in-year admissions. This can lead to interrupted learning and assessment gaps.
6	**Limited access to varied life experiences** – We recognise that our disadvantaged pupils can often have fewer opportunities for enrichment, cultural capital, and real-world learning. This can affect vocabulary development, aspiration, and engagement with learning. At Springfield FSM6 rate is 55.5%, which is significantly above national averages.
7	**Increased requirement for access to early help -** The proportion of children identified as Children in Need remains above national averages, highlighting the increased requirement for multi-agency support and early intervention. This can impact pupil wellbeing, attendance, and readiness to learn. At Springfield Children in Need rates are above national averages.

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 rates for disadvantaged pupils, with a reduction in persistent absence and increased engagement with school life. Improved wellbeing and readiness to learn for disadvantaged pupils through timely access to pastoral and external support services.	• Reduction in persistent absence among Pupil Premium pupils (below 10% threshold). • Overall attendance for disadvantaged pupils improves to match or exceed national averages. • Increased parental engagement through attendance meetings and support plans. • Timely referrals to Early Help and other agencies for PP families. • Improved wellbeing indicators (SDQ scores, attendance, behaviour logs). • Staff report increased capacity to support vulnerable pupils through CPD and systems.
Accelerated progress for disadvantaged pupils through targeted teaching and interventions, leading to improved attainment and reduced gaps compared to peers – end of KS2 data improves Smooth transitions for mobile pupils, with rapid integration into school routines and curriculum, and progress in line with their peers.	• Disadvantaged pupils make accelerated progress in core subjects (Reading, Writing, Maths). • Internal data shows narrowing of attainment gaps between PP and non-PP pupils. • Increased proportion of PP pupils achieving age-related expectations or above. • National standards met or exceeded for RWM at the end of KS2 • In-year joiners settle quickly and show progress within one term of joining. • Baseline assessments and follow-up data show catch-up in key areas. • Pupil and parent feedback indicates positive integration and support.
Enhanced language acquisition and confidence in communication for EAL pupils, enabling full access to the curriculum and improved outcomes in reading and writing.	• EAL PP pupils demonstrate improved outcomes in language-rich subjects (Reading, Writing). • Observations and pupil voice show increased confidence in speaking and listening. • Targeted EAL interventions show measurable progress in language acquisition.
Disadvantaged pupils with SEND make strong progress from their starting points through inclusive	• Disadvantaged pupils with SEND show measurable progress from their starting points.

teaching, targeted support, and effective collaboration with families and agencies.	• Improved engagement and wellbeing. • CPD records show staff have received training relevant to SEND and report increased confidence in supporting these pupils. • Multi-agency support is timely and coordinated, with evidence of improved outcomes in wellbeing, behaviour, and academic achievement.
Increased cultural capital and engagement through enriched learning experiences, leading to improved vocabulary, aspiration, and curriculum access.	• All PP pupils access at least one enrichment activity per term. • Vocabulary assessments and writing outcomes show improvement linked to experiences. • Increased engagement and aspiration observed through pupil voice and teacher feedback.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £186,172.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivered CPD sessions on formative assessment, adaptive teaching and inclusive strategies for SEND and EAL pupils. Adaptive teaching supports staff in applying metacognitive strategies that help pupils become independent and reflective learners. Funding used to cover staff release time for attending Trust-led CPD, regional moderation events, and curriculum development sessions. Support and mentoring offered for early career teachers and leadership development for middle leaders.	Effective Professional Development | EEF - highlights that sustained, high-quality CPD improves pupil outcomes. Teachers play a key role in explicitly teaching metacognitive strategies, and adaptive teaching provides the flexibility to embed these strategies in response to pupil needs. Metacognition and self-regulation | EEF Whole-school CPD and personalised coaching focus on phonics, early reading, and KS2 writing and maths, ensuring staff have the knowledge and skills to deliver effective teaching (Effective Professional Development | EEF- Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The EEF highlights that effective professional development must be sustained, collaborative, and embedded in practice to improve teaching quality. Their School's Guide to Implementation emphasises that successful change in teaching practice requires structured support, including coaching and external training, to embed evidence-informed strategies into daily classroom routines. A School's Guide to Implementation guidance report | Education Endowment Foundation Support for early career teachers and leadership development for middle leaders fosters a sustainable pipeline of skilled practitioners (EEF: *Leadership development and mentoring*).	2, 3, 4, 5

Support staff received targeted CPD so they can offer high-quality teaching support. Training focused on effective scaffolding, questioning techniques, use of assessment to inform teaching and strategies for supporting pupils with SEND. .	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Teaching Assistant Interventions | EEF Professional development is essential if TAs are to engage in the effective practices detailed earlier in this report. If a specific strategy, such as scaffolding, is being used, TAs should be trained to fully understand the principles of the approach and the techniques required to apply it. This training also has the potential to improve how valued TAs feel within the school. Deployment of Teaching Assistants | Education Endowment Foundation We believe that inclusive teaching and the professional development of support staff significantly benefit our disadvantaged pupils, particularly those with SEND and EAL. Through targeted training, support staff have developed the skills to scaffold learning effectively and reinforce metacognitive strategies during both independent and group activities. This ensures that pupils are not only supported academically but are also encouraged to think about how they learn, fostering greater independence and resilience.	2, 3, 4, 5
Deployment of experienced SLT and subject leads in Year 2 and Year 6 to strengthen provision and accelerate progress.	Experienced teachers and leaders are strategically placed in Year 2 and Year 6 to strengthen provision and accelerate progress where it has the greatest impact (EEF: High-quality teaching). Having non-class-based senior leaders with responsibility for reading, writing, inclusion, and curriculum ensures that teaching quality remains consistently high across the school. By providing targeted CPD, personalised coaching, and in-the-moment support, leaders strengthen classroom practice and address gaps quickly. This focused approach improves the quality of teaching in core subjects, enhances provision for disadvantaged and SEND pupils, and accelerates progress by ensuring every class benefits from expert oversight and timely intervention.	2, 3, 4, 5
Specialist teaching provision includes PE coaching through Bishop Challoner, music instruction Birmingham Music Services, and Rocksteady, as well as access to Forest School facilities to enhance outdoor learning and personal development.	We believe using trained specialists for PE, music, and outdoor learning ensures high-quality instruction that goes beyond the core curriculum. This approach not only develops pupils' skills but also nurtures their interests, broadens experiences, and builds cultural capital. Through these partnerships pupils benefit from expert-led sessions that enhance personal development, confidence, and engagement in learning. For disadvantaged pupils, this provision provides access to enriching experiences that they may not otherwise encounter, helping to close gaps in cultural capital. It supports the development of confidence, resilience, and social skills, which are essential for academic success and future opportunities. By engaging pupils in high-quality PE, music, and outdoor learning, the approach promotes well-being, improves motivation, and fosters a sense of belonging, contributing to improved attendance and progress across the curriculum.	1, 3, 4, 6
Investment in digital tools: Subscription to high-quality educational software to support teaching, align targeted	Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use and trained to support pupils to use it effectively. For example, Mathematical Reasoning is	2, 3, 4, 6

interventions, and promote pupil independence in learning. Widgit, Language Angels, Maths Circle (TT Rockstars/ Stats Bolt On), MyMaths, White Rose, DigiMaps, Kapow, RWI, Testbase, Ed Shed (Spelling Shed), Charanga, Tapestry, Master the Curriculum, Geographical Association, Jigsaw, PIXL, NTS	a programme developed by academics for Year 2 pupils, which integrates lesson content for teachers with the use of online games that pupils play outside of the lesson. Two EEF evaluations have suggested that this integrated approach has a positive impact on attainment in mathematics. EEF_Digital_Technology_Guidance_Report.pdf

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

Budgeted cost: £77,188.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language	Assessments and progress records show improved vocabulary, sentence structure, and communication skills. Pupils demonstrate greater confidence in speaking and listening, enabling better access to the curriculum and increased participation in lessons.	2, 3, 4, 5, 6
Interventions for individual and small groups both for targeted under achieving and high achieving pupils Morning, lunchtime, after school Half term targeted interventions	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition | EEF At Springfield, this approach provided targeted support for pupils with low prior attainment, enabling teaching closely matched to their needs. Increased interaction and feedback helped overcome barriers to learning, improved confidence, and supported better access to the curriculum, resulting in accelerated progress for disadvantaged pupils.	2, 3, 4, 5
Additional adult support within each year group	Having a TA in each class enables timely scaffolding and feedback, improves engagement, and supports inclusion for SEND and disadvantaged pupils. This additional capacity helps close gaps and accelerates progress by ensuring individual needs are met alongside high-quality whole-class teaching.	2,3,4

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

Budgeted cost: £82,602.00

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th></tr>
<tr><td>Our Pastoral Manager works with pupils and families to remove barriers to learning, promote high attendance, and address behaviour and wellbeing needs through targeted support and challenge.

Rewards and incentives to promote regular attendance and celebrate improvements.</td><td>The Pastoral Manager’s work has led to improved attendance and reduced persistent absence among disadvantaged pupils.
<table>
<tr><th>2025-2026 Half Term</th><th>All Pupils</th><th>Compulsory school age</th><th>Persistent Absentees</th></tr>
<tr><td>Autumn 1</td><td>93.7%</td><td>94.4%</td><td>18.3%</td></tr>
<tr><td>Autumn 2</td><td>94.2%</td><td>94.7%</td><td>16.7%</td></tr>
<tr><td>Spring 1</td><td>95.1%</td><td>95.4%</td><td>13.3%</td></tr>
<tr><td>Spring 2</td><td>94.3%</td><td>94.7%</td><td>16.1%</td></tr>
<tr><td>Summer 1</td><td>94.7%</td><td>95.2%</td><td>15.2%</td></tr>
<tr><td>Summer 2</td><td>94.4%</td><td>94.5%</td><td>16.6%</td></tr>
</table>
All pupils - Attendance
<table>
<tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr>
<tr><td>2025/26 (1 term)</td><td>389</td><td>94.4%</td><td>94.9%</td><td>Close to average</td><td>Relative decline</td><td>High - FSM</td></tr>
<tr><td>2024/25 (3 term)</td><td>405</td><td>95.1%</td><td>94.8%</td><td>Close to average</td><td>Relative decline</td><td>High - FSM</td></tr>
<tr><td>2023/24 (3 term)</td><td>445</td><td>95.0%</td><td>94.5%</td><td>Close to average</td><td>Relative improvement</td><td>High - FSM</td></tr>
</table>
FSM6 - Attendance
<table>
<tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr>
<tr><td>2025/26 (1 term)</td><td>229</td><td>94.5%</td><td>92.4%</td><td>Above</td><td>Relative decline</td><td>High - FSM</td></tr>
<tr><td>2024/25 (3 term)</td><td>234</td><td>95.3%</td><td>92.3%</td><td>Above</td><td>In line</td><td>High - FSM</td></tr>
<tr><td>2023/24 (3 term)</td><td>189</td><td>95.0%</td><td>92.0%</td><td>Above</td><td>Relative improvement</td><td>High - FSM</td></tr>
</table>
Impact: FSM6 attendance has remained above national averages for three consecutive years despite the school's high-disadvantage context. This demonstrates the effectiveness of the school's pastoral and attendance strategies in supporting disadvantaged pupils to access education regularly.

Attendance remains a key priority for the school, particularly given the high proportion of disadvantaged pupils within our community. Despite operating in a high FSM context, attendance for disadvantaged pupils has consistently remained above national figures over the last three academic years. In 2025/26 (Autumn Term), attendance for FSM6 pupils was 94.5%, compared to the national figure of 92.4%, continuing a strong trend of attendance outcomes above national averages.

While attendance has seen a slight decline in line with national challenges following the pandemic and increasing levels of pupil absence nationally, Springfield Primary Academy has maintained attendance rates that compare favourably with similar schools. Whole-school attendance has remained close to national averages, whilst disadvantaged pupils continue to attend school more regularly than their peers nationally.</td><td>1, 2, 3, 6, 7</td></tr>
</table>

	Our Pastoral Manager provides targeted support to pupils and families to address non-academic barriers to learning, including attendance, behaviour, and wellbeing. This approach is strongly supported by the Education Endowment Foundation (EEF), which identifies these areas as key components of effective Pupil Premium strategies. The EEF highlights that improving attendance requires a multifaceted strategy involving strong relationships and personalised support, while behaviour interventions are most effective when combining individualised support with consistent whole-school policies. Additionally, the development of social and emotional skills is linked to improved learning and long-term outcomes, making pastoral support a vital part of our provision. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Pupil Premium funding contributes towards this pastoral capacity, enabling the school to intervene early and provide tailored support for vulnerable families. As a result, disadvantaged pupils are better able to access learning opportunities consistently, leading to improved engagement, wellbeing and academic outcomes. The school will continue to prioritise attendance, with a particular focus on reducing persistent absence and ensuring all pupils can benefit from high-quality first teaching every day.	
Our Pastoral Manager provides tailored support and signposting for families facing challenging circumstances.	Support includes help with housing, signposting towards financial support, parenting support, and accessing early help services. By building trusted relationships, our PM improves parental engagement and supports pupils' readiness to learn. For example, families supported with housing stability have seen improved pupil attendance and reduced anxiety. Engagement with early help has also led to more timely interventions, reducing the need for escalation to statutory services.	1, 2, 3, 5, 6, 7
Our Health and Learning Mentor provides 1:1 support to pupils to develop self-regulation and emotional understanding. Interventions include emotion coaching, personalised behaviour strategies, and wellbeing check-ins.	Pupils receiving support show improved emotional resilience, reduced behaviour incidents, and greater readiness to learn. Staff report increased engagement and calmer transitions, particularly among pupils with social, emotional, and mental health needs.	1, 2, 6
We offer curriculum-linked trips, workshops, and cultural experiences to broaden pupils' horizons and raise aspirations.	We provide disadvantaged pupils with enriched learning experiences to build cultural capital and raise aspirations. These include heavily subsidised curriculum-linked trips and workshops, a wide range of enrichment clubs, and access to our allotment plot, which supports forest school and outdoor cross-curricular learning in science and art. Pupils in Year 4 receive music lessons led by Birmingham Music Services. We also support the Trust-wide 11before11 programme, ensuring all pupils experience 11 memorable and character-building opportunities before leaving primary school. This approach is supported by EEF evidence, which shows that arts participation and enrichment activities can lead to an increase in progress in academic outcomes, while also enhancing personal development and engagement. The EEF also highlights the importance of building cultural capital as part of a wider strategy to close the attainment gap for disadvantaged pupils. Arts participation | EEF Physical activity | EEF	1, 2, 3, 4, 6

Total budgeted cost: £345,962.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

<table>
<tr><th>Objective Focus</th><th>Impact</th></tr>
<tr><td>School Assessment Data</td><td>
School Context

Springfield Primary Academy continues to serve a highly disadvantaged community. currently, 52% of pupils are Pupil Premium, significantly above national figures. The school also has a very high proportion of pupils with English as an Additional Language (79.1%), alongside lower than average pupil stability, reflecting a high level of mobility. These factors continue to influence attainment and attendance outcomes and remain key considerations within our Pupil Premium strategy.

EYFS, Early Years outcomes demonstrate a positive picture for disadvantaged pupils, with 83.3% of Disadvantaged pupils achieving a Good Level of Development (GLD) compared to 61.3% of Non-Disadvantaged pupils, representing +22 gap. This strong performance is reflected across both the Prime and Specific Areas of Learning, where disadvantaged pupils consistently outperform their peers.

<table>
<tr><th></th><th>Yes</th><th>No</th><th>Gap</th></tr>
<tr><td>Eligible pupils</td><td>24</td><td>31</td><td></td></tr>
<tr><td>% GLD</td><td>83.3</td><td>61.3</td><td>22</td></tr>
<tr><td>% All early learning Goals</td><td>83.3</td><td>61.3</td><td>22</td></tr>
<tr><td>% Prime learning goals</td><td>87.5</td><td>67.7</td><td>19.8</td></tr>
<tr><td>% Specific learning goals</td><td>83.3</td><td>61.3</td><td>22</td></tr>
<tr><td>Average number of ELG achieved</td><td>15</td><td>12.5</td><td>2.5</td></tr>
<tr><td>% Communication and Language</td><td>87.5</td><td>71</td><td>16.5</td></tr>
<tr><td>% Physical Development</td><td>91.7</td><td>77.4</td><td>14.3</td></tr>
<tr><td>% Personal, Social and Emotional Development</td><td>91.7</td><td>77.4</td><td>14.3</td></tr>
<tr><td>% Literacy</td><td>83.3</td><td>61.3</td><td>22</td></tr>
<tr><td>% Mathematics</td><td>87.5</td><td>71</td><td>16.5</td></tr>
<tr><td>% Understanding the World</td><td>83.3</td><td>64.5</td><td>18.8</td></tr>
<tr><td>% Expressive arts and design</td><td>87.5</td><td>74.2</td><td>13.3</td></tr>
</table>

Disadvantaged pupils achieved particularly strong outcomes in Physical Development (91.7%), Personal, Social and Emotional Development (91.7%), and Communication and Language (87.5%), indicating that targeted support is enabling pupils to develop the foundations needed for future learning. The average number of Early Learning Goals achieved was also higher for disadvantaged pupils (15) compared to non-disadvantaged pupils (12.5).
Outcomes for disadvantaged pupils demonstrate that the school's targeted early intervention, high-quality teaching and pastoral support are having a positive impact on children's readiness for Key Stage 1, ensuring that disadvantaged pupils are well prepared for the next stage of their education.

Year 1, Phonics outcomes demonstrate that disadvantaged pupils have performed strongly, with 85.7% of disadvantaged pupils meeting the expected standard, compared to 80.6% of their non-disadvantaged peers, resulting in a 5.1 percentage point positive gap in favour of disadvantaged pupils.
</td></tr>
</table>

Springfield Primary Academy

	Gender			Free School Meals			Disadvantaged		
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap
Year 1 Eligible pupils	27	30		21	36		21	36	
% Absent	0	0	0	0	0	0	0	0	0
% Disapplied	14.8	6.7	8.1	9.5	11.1	-1.6	9.5	11.1	-1.6
% Working Towards	3.7	10	-6.3	4.8	8.3	-3.5	4.8	8.3	-3.5
% Working At	**81.5**	**83.3**	**-1.8**	**85.7**	**80.6**	**5.1**	**85.7**	**80.6**	**5.1**

This indicates that the school's early reading strategy, including high-quality phonics teaching, targeted interventions and additional support funded through the Pupil Premium grant, is having a positive impact on outcomes. The majority of disadvantaged pupils have secured the phonics knowledge and decoding skills required to access the wider curriculum and develop as confident readers.

While outcomes are strong overall, the school will continue to identify and support the small number of pupils who have not yet met the expected standard, ensuring timely intervention and continued progress in reading throughout Key Stage 1.

Year 4 MTC,

All pupils - Year 4 MTC score

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	204	20.6	20.6	Close to average (non-sig)	Not applicable	Not applicable
2025	58	22.6	21.0	Above (sig+)	No sig change	High - FSM
2024	88	21.3	20.6	Close to average (non-sig)	Sig increase	Low - Stability
2023	58	17.5	20.2	Below (sig-)	Not available	Low - Stability

Disadvantaged pupils - Reading, writing and maths expected standard

			Vs national disadvantaged		Vs national non-disadvantaged		
Year	Cohort	School	Average	Banding	Average	Gap	Gap Trend
3-year	122	52%	47%	Close to average (non-sig)	69%	-17	Not applicable
2026	49	57%	49%	Close to average (non-sig)	70%	-13	No meaningful change
2025	37	54%	47%	Close to average (non-sig)	69%	-15	Narrowing
2024	36	42%	46%	Close to average (non-sig)	67%	-26	Not available

Disadvantaged Pupils - Reading, Writing and Maths (Expected Standard) - Attainment
The attainment of disadvantaged pupils at Springfield Primary Academy is broadly in line with disadvantaged pupils nationally. Across the three-year trend, disadvantaged pupils have consistently performed close to the national disadvantaged average.

In 2026, 57% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined, compared with a national disadvantaged average of 49%, placing the school 8 percentage points above national disadvantaged outcomes. This represents continued improvement from 54% in 2025 and 42% in 2024, demonstrating a positive upward trend in attainment over time.

When compared to national non-disadvantaged pupils, a gap remains. In 2026, disadvantaged pupils at Springfield achieved 57% compared with 70% nationally for non-disadvantaged pupils, resulting in a 13-percentage point gap. However, this gap has narrowed considerably from 26 percentage points in 2024 and 15 percentage points in 2025, indicating that disadvantaged pupils are making gains at a faster rate than seen nationally.

	The three-year picture demonstrates that the school's disadvantaged strategy is having a positive impact. Outcomes have improved by 15 percentage points since 2024, while the gap to national non-disadvantaged pupils has halved over the same period. Although further work is required to close the remaining attainment gap, the data indicates that disadvantaged pupils are achieving increasingly stronger outcomes and are moving closer to their non-disadvantaged peers.
Quality of Teaching	High-quality teaching remains central to our Pupil Premium strategy. Early Career Teachers (ECTs) are well supported through a tailored induction and development plan, which includes mentoring, coaching, and opportunities to observe experienced colleagues. This ensures they build strong foundations in classroom practice and pupil engagement. Continued Professional Development (CPD) is mapped out half-termly but remains responsive to the evolving needs of the school. CPD priorities are shaped by pupil outcomes, assessment data, and monitoring findings, allowing us to address gaps in learning and strengthen teaching where it is most needed. Regular learning walks, book looks, and Trust monitoring visits confirm that teaching across the school is consistently good or better. These quality assurance processes help identify strengths and areas for development, ensuring that all pupils, including those who are disadvantaged, benefit from effective teaching. Adaptive teaching strategies are embedded across the school, enabling staff to respond to pupils' starting points, learning needs, and misconceptions in real time. This ensures that disadvantaged pupils receive the support and challenge they need to make sustained progress.
Interventions and tailored support	Targeted academic and pastoral interventions are used to close gaps in learning and support the holistic development of disadvantaged pupils. These include small-group and 1:1 sessions focused on phonics, reading fluency, maths, and writing, delivered by teachers and trained support staff. Interventions are informed by assessment data and pupil progress reviews, ensuring they are responsive to individual needs. Support is also tailored for pupils with SEND, with enhanced provision and personalised strategies that promote access to learning and emotional wellbeing. Regular reviews ensure interventions are adjusted based on pupil response and progress. Impact is measured through: - Pre- and post-intervention assessments, showing progress in targeted areas. - Pupil progress meetings, identifying improvements and next steps. - Teacher feedback, highlighting increased confidence and independence. - Pupil voice, capturing perceptions of support and learning. - Monitoring of academic outcomes, including internal data and statutory assessments.
Pupil voice and engagement	School monitoring and evaluation show that disadvantaged pupils demonstrate high levels of engagement across the curriculum. They actively participate in lessons and enrichment activities, and report enjoying the varied experiences provided—many of which they may not otherwise access. Pupil voice feedback highlights increased confidence, enjoyment of learning, and a sense of belonging.
Subsidy of trips and learning experiences including a range of after school clubs	Disadvantaged pupils benefit from subsidised access to a wide range of enrichment activities, including after-school clubs and educational visits. Most clubs are free and include multi-skills, football, cookery, and choir. Trips range from farm visits for EYFS, outdoor adventure centres for Year 6, and cinema outings as part of our attendance rewards. These experiences help build cultural capital, develop social skills, and foster enjoyment of learning beyond the classroom.
Access to outdoor learning	We provide disadvantaged pupils with regular opportunities for outdoor learning to support wellbeing, engagement, and cross-curricular development. This includes use of a shared allotment plot for forest school activities and curriculum-linked learning in science, art, and

	geography. Our SEN pupils—many of whom are also among our most disadvantaged—utilise this space most frequently through our enhanced provision, benefiting from sensory experiences, structured outdoor tasks, and opportunities to develop social and emotional skills in a nurturing environment. Impact is measured through: • Pupil voice, capturing enjoyment, confidence, and perceived benefits of outdoor learning. • Staff observations, noting increased engagement, collaboration, and emotional regulation during outdoor sessions. • Curriculum outcomes, particularly in science and art, where outdoor learning enhances understanding and creativity. • Participation tracking, ensuring equitable access for disadvantaged and SEND pupils.
Wellbeing and behaviour support through mentoring and pastoral care	Targeted mentoring and pastoral support is available to help disadvantaged pupils develop emotional resilience, self-regulation, and positive behaviour. This includes 1:1 mentoring, wellbeing check-ins, emotion coaching, and restorative approaches. The aim is to ensure pupils feel safe, supported, and ready to learn. Impact is measured through: • Behaviour logs, showing reductions in incidents and improved conduct. • Pupil voice surveys, capturing pupils' sense of wellbeing, safety, and emotional understanding. • Staff observations, noting improvements in self-regulation and classroom engagement. • Attendance data, highlighting increased attendance among supported pupils. • Referral tracking, monitoring outcomes from internal and external support services.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Language Angels	Language Angels
Maths Circle (TT Rockstars/ Stats Bolt On)	Maths Circle
MyMaths	MyMaths
White Rose Maths	White Rose Maths
Testbase	Testbase
Kapow Computing scheme	Kapow
RWI	RWI
DigiMaps	DigiMaps
Ed Shed (Spelling Shed)	Ed Shed
Charanga Music	Charanga
Tapestry	Tapestry
Master The Curriculum	Master The Curriculum
Geographical Association	Geographical Association
Jigsaw	Jigsaw
NTS	NTS
Kapow PSHE Scheme	Kapow

Insights Assessment	Insights

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils