

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Springfield Community Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Anna Case Headteacher
Pupil premium lead	Anna Case Headteacher
Governor / Trustee lead	Frances Peel- Yates, LAB lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,025
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,245

# Part A: Pupil premium strategy plan

## Statement of intent

*Learn together, grow together* is our school motto. We support all members of our school community - our staff, our families and our children - to make and keep this pledge so that our children learn, grow and thrive. When our children start their Springfield journey, we aim to plant a special seed that we hope stays with them for life: a love of learning. We want all of our children to come to school every day excited about learning new things, confident to try new experiences and enthusiastic about facing new challenges.

Springfield is a community school – it's in our name. Our curriculum has been carefully designed to serve and reflect our diverse and vibrant community where everyone belongs and is included. We know that *'the curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do. The curriculum shapes and determines what learners of all ages will get out of their educational experience'* (Ofsted, 2019). Using this definition as a basis, we view our curriculum as our children's opportunity and we aim to provide the knowledge, skills, and opportunities to improve the life chances for all our educationally disadvantaged pupils.

Our school ethos is underpinned by the highest expectations of all children and there is a school-wide commitment to securing and raising achievement for disadvantaged pupils; this includes securing progress for those who are already high attainers. Our intention is that **all** pupils, irrespective of their background or challenges they may face, make strong progress and attain highly across all subject areas. We are highly ambitious, respond to what we know to be good practice, draw on research and ensure that our vision for improvement is clear. High-quality teaching is at the heart of our approach. Research evidence proves that this will have the greatest impact on closing any attainment gaps and will also benefit non-disadvantaged pupils at our school. A strategic and personalised approach to professional development ensures that all pupils have access to the best teachers and are supported by well-trained additional adults.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team plays a significant role in evaluating progress through regular and supportive monitoring (*Enquiring and Exploring*) and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on-the-spot coaching, training, and immediate feedback to develop practice. This is closely monitored and evaluated.

We also ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Pupil Premium funding is allocated following a needs analysis which identifies priority individuals, groups or classes.

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.

Our strategy for all our educationally disadvantaged pupils is based on four key principles. We focus on:

- Quality-first teaching by excellent teachers, supported by our leadership and support staff teams.
- High expectations for children's progress and wellbeing.
- Responsive and personalised provision.
- Partnership with families and outside agencies.

As a school, we focus on teaching and learning because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of all our educationally disadvantaged pupils. We are committed to refining and improving our current practice. Our strategic development draws on evidence informed approaches. We aim to focus on fewer things and use robust planning to ensure new strategies are implemented effectively.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped receptive and expressive language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our On Entry assessments in Reception. However, the vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged and EAL pupils than their peers.
2	Internal and external monitoring of the quality of teaching and learning identifies areas of improvement for RQTs and ECTs to ensure that the quality across all phases is excellent.
3	Assessments and observations with pupils show that disadvantaged pupils and those who speak English as an additional language (EAL) are making slower progress in phonics. This is negatively impacting their development as readers.
4	Assessments, observations and monitoring of pupils' learning, show that combined outcomes for disadvantaged pupils at the end of KS2 in reading, writing and maths are in line with national averages but lower than school targets. This particularly impacts pupils who are disadvantaged and speak an additional language at home.
5	Data from surveys, observations and discussions with pupils and families have identified a lack of confidence in supporting pupils with learning at home.
6	Assessments in reading and foundation subjects, alongside discussions with pupils and their families have identified limited opportunities for social, cultural or educational experiences beyond their immediate home environment.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils.
8	Rigorous monitoring of our attendance shows persistent absence rates are higher amongst disadvantaged pupils in 2021/22 to date (18% for disadvantaged pupils compared to 14% non-disadvantaged)

## 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 vocabulary.	Assessments and observations indicate significant improvements in oral language for disadvantaged pupils. This is also evident when triangulated with other forms of evidence, such as lesson observations, book scrutiny, pupil book study discussions and ongoing formative assessments.
Improved early reading attainment among disadvantaged pupils.	Phonics screening outcomes and KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils passed or met the expected standard. KS1 reading outcomes for disadvantaged pupils are at least in line with national. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading.
Reading and writing attainment for disadvantaged pupils at the end of KS1 & 2 is in line with or above the national average.	KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Mathematics attainment for disadvantaged pupils at the end of KS1 & 2 is in line with or above the national average.	KS2 mathematics outcomes show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in school, particularly those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Tracking of behaviour incident reports show significant reduction in incidents amongst disadvantaged pupils</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Disadvantaged pupils access structured opportunities to address the gap in cultural capital through enrichment activities such as after school clubs and trips/visits.	All children access carefully mapped rich and memorable learning experiences across all our classes to ignite curiosity and deepen knowledge. Places for disadvantaged pupils at extracurricular activities are subsidised or provided at no cost.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is no more than 4% and there will be no gap for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent will be below 5% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

## 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 (CPD, resources and subscriptions)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teachers on responsive teaching: including formative and summative assessment, gap analysis and .	Another group of assessment purposes involves monitoring student progress, forecasting student performance, or evaluating the effectiveness of teaching. These kinds of assessments are 'high-level' in the sense that a single, global score, often from a standardised test, usually gives  <a href="#">Professor Rob Coe, EEF Assessing Learning</a>	1, 2, 3, 4
Develop pupils' comprehension of ambitiously pitched and rich texts	EEF Evidence: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  <a href="#">EEF Reading Comprehension Strategies</a>	1, 6
Further develop our approaches to teaching, revisiting and embedding Tier 2 vocabulary	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.  <a href="#">EEF Oral Language Interventions</a>	1,4,3
Renew access to Read Write Inc portal to continue to secure excellent phonics teaching for all pupils.	EEF evidence shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">EEF Evaluation Evidence Phonics</a> <a href="#">The Reading Framework, DfE</a>	4, 5  £450 RWI

<p>Deepen pupils' mathematical reasoning skills and range of strategies for solving problems</p> <p>Continue to actively engage with Maths Hub resources and CPD (Sustaining Mastery and Mastering Early Number programmes ).</p>	<p>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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Improving Mathematical Problem Solving in Grades 4 Through 8  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS_PG_043012.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS_PG_043012.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2, 4, 5</p>
<p>Implement Instructional Coaching linked to the Early Career Framework to further develop the practice of ECT and RQTs.</p> <p>Release time for teachers to work with their mentor and observe practice.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  <a href="#">EEF: Effective Professional Development</a></p>	<p>2</p>
<p>Weekly homework club for targeted disadvantaged pupils.</p>	<p>Digital technologies can improve the quantity and quality of pupil practice (EEF). NCETM's calculation guidance highlights that fluent computational skills are dependent on accurate and rapid recall of number bonds to 20 and times-table facts.</p> <p>Pupils will have access to a combination of practice for rapid recall of number facts and reading online with retrieval practice through comprehension questions.  <a href="#">Digital Technology   EEF</a>  <a href="#">NCETM Calculation Guidance</a></p>	<p>5, 6</p>

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of both the National Tutoring Programme and school staff (SLT & TAs) to provide a blend of targeted and time-bound tuition and school-led tutoring.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a></p> <p>And in small groups :</p> <p><a href="#">Small group tuition   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4, 5</p> <p>NTP £4000</p>
Further develop our 1:1 tutoring offer to catch up any pupils at risk of falling behind in phonics through additional training and engagement with local English Hub.	<p>EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p><a href="#">EEF Evaluation Evidence Phonics</a></p> <p><a href="#">The Reading Framework, DfE</a></p>	<p>1, 3, 4, 6</p>
Further enhance our targeted intervention offer for core subjects by improving staff expertise, using evidence to inform decision making and rigorously monitoring and evaluating outcomes.	<p>High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p> <p><a href="#">EEF Selecting Targeted Interventions</a></p>	
Deliver the NELI intervention for key children in Reception. Fund release time for trained TA to deliver the intervention.	<p>An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. These impacts on language skills were still seen 6 months after the intervention.</p> <p><a href="#">Nuffield Early Language Intervention, EEF</a></p>	<p>1, 3, 4</p>

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

Budgeted cost: **£30,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of therapeutic services and funded places at after school clubs to support vulnerable pupils with their wellbeing.</p>	<p>EEF guidance: The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.</p> <p><a href="#">EEF Extending School Time</a></p>	<p>5, 6, 7</p>
<p>Further embedding principles of good practice set out in EEF's Parental Engagement guidance.</p> <p>This will involve release time for class based leaders and teaching staff to plan and develop workshop resources and deliver training.</p>	<p>The <i>Working with Parents to Support Children's Learning</i> guidance from the EEF provides the following recommendations: provide practical strategies to support learning at home and offer more sustained, intensive support where needed.</p> <p><a href="#">EEF Parental Engagement</a></p>	<p>3, 4, 5, 6</p>
<p>Embed the principles of good practice set out in the DfE's Improving School Attendance guidance, particularly to address persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">DfE Improving School Attendance</a></p>	<p>8</p>
<p>Disadvantaged pupils access structured opportunities to address the gap in cultural capital through enrichment activities such as clubs and trips/visits.</p>	<p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. + 3 mths</p> <p><a href="#">EEF Extending School Time</a></p>	<p>5,6</p>

**Total budgeted cost: £90,025**



## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using EYFS, Key Stage 1 and 2 data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments in 2021/22 show that:

	Springfield pupils eligible for PPG ( <i>provisional data</i> )	National average for all pupils eligible for PPG
EYFS GLD	100%	65%
Year 1 Phonics	89%	75%
KS1 reading	64%	51%
KS1 mathematics	73%	52%
KS1 writing	73%	41%
KS2 combined	44%	43%
KS2 reading	67%	62%
KS2 mathematics	78%	56%
KS2 writing	57%	55%

## **Teaching**

In 2022, the overall attainment of disadvantaged pupils in all subjects was in line with or above the national average for all disadvantaged pupils. We have looked closely at the data for the number of children achieving the expected standard in reading, writing and mathematics at the end of Key Stage 2. The specific actions to address reading comprehension and mathematical reasoning are set out in our 3-year strategy plan.

During the 2021/22 year, we have significantly enhanced our CPD offer. This draws on best practice from our senior leader's engagement with the NPQ programmes. The 4 key cornerstones of our approach to CPD are: Incremental Coaching, Subject Knowledge Development, Core Texts: Reading and Reflection and Collaborative CPD. We know that each member of staff is on their own development journey and we support individuals with training that is tailored to their needs. The impact of this offer can be seen in our classrooms where the teaching profile is good or better across all phases.

## **Targeted Academic Support**

The children who took part in the NELI intervention programme in Reception made better than expected progress. Sessions focused on improving children's vocabulary, developing narrative skills, encouraging active listening and building confidence in independent speaking. Evidence from recent assessments and monitoring, show that these outcomes have been sustained in the transition from EYFS to KS1.

The 30 pupils, from KS1 and 2, who took part in the FFT Lightning Squad reading programme funded by the National Tutoring programme made better than expected progress from their starting points. The programme improved both reading fluency and deepened pupils' strategies for comprehension.

The vast majority of children who received support in Year 6 reading or maths groups last reached the expected standard in those subjects and all children made significant progress from their starting points. For the majority of children in these groups, that meant achieving the expected standard across reading, writing and maths combined.

The persistent absence among disadvantaged pupils was 10.1% which is significantly lower than their peers in 2021/22. However, we continue to draw on best practice guidance by making good attendance a central part of your vision, values and ethos. Improving attendance continues to be a continuous school improvement priority and we regularly review our approach to sustaining good attendance.

## **Wider Strategies**

Currently, 100% of pupils attending weekly sessions with the school counsellor are disadvantaged and over 80% of families and children referred for additional support through the WAHMs practitioner are also disadvantaged.

Parent/carer information sessions and subject-specific workshops have been well-attended and the school website and texting system has been used effectively to share resources with all families. The feedback from attendees at these sessions has been very positive.

Following our analysis of the impact of our approaches in 2021/22, we have reviewed our strategy plan. We have thought carefully about the successful actions which will be sustained in 2022/23 and have also made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## Further information (optional)

### 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.
- continuing to engage in the WAHMs project. This innovative project aims to improve mental health and wellbeing support for children and young people in schools, colleges, specialist and alternative provision education settings in City & Hackney. We will work with our CAHMs mental health practitioner to continue to develop our knowledge in supporting pupils' mental health.
- continuing our engagement with CLPE project to enrich children's vocabulary in the EYFS
- Training an additional member of our support staff team in Forest School practice to ensure more children benefit from outdoor learning sessions which develop vocabulary and serve as an additional enriching experience in our curriculum
- release NQT+1s for additional CPD [EEF: Effective Professional Development](#)
- leaders engaging with NPQs including the NPQLTD which seeks to improve quality of teacher development [EEF: Effective Professional Development](#)

### 3-Year Strategy

In planning our new pupil premium 3-year strategy, we drew on data from multiple sources including assessments, pupil book study feedback, conversations with teachers and support staff and pupils in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly in planning the 'prepare' phase of the strategy. Drawing on the guidance we have developed a clear, logical, and well-specified implementation plan which:

- a. Specifies the active ingredients of the intervention clearly
- b. Develops a targeted, yet multi-stranded, package of implementation strategies.
- c. Defines clear implementation outcomes

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 strong outcomes for pupils.