

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Springfield Primary School |
| Number of pupils in school <i>January 2023 Census</i> | Reception- Y6 206 |
| Proportion (%) of pupil premium eligible pupils (PP) | 43% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-24- due to high mobility and uncertainty over funding |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Linda Joseph Sally Holder |
| Pupil premium lead | Linda Joseph Sally Holder |
| Governor / Trustee lead | Mike Patterson |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £124,403 |
| Recovery premium funding allocation this academic year | £12,398 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |

Part A: Pupil premium strategy plan

Statement of intent

Springfield Primary School uses the allocation of additional funding provided to schools by the Pupil Premium and Recovery Premium to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals and any children looked after by the local authority.

In deciding how to spend these Premiums, the school's priority is to focus on narrowing the attainment gaps in reading, writing and maths and ensuring the highest of education and academic intervention for these children. We have used school data to carefully track pupils' progress and analyse where the achievement gaps are.

In light of the ongoing, long term effects of the Covid 19 pandemic/lockdowns on the school community, the school has placed a strong emphasis on the wellbeing of children. The school has invested in therapeutic and nurture provision because we recognise that children need to feel safe and secure in order to achieve to their full academic potential.

The pandemic resulted in a negative impact on the majority of disadvantaged children and therefore additional funding has been utilised to increase staffing levels in order to provide more support in the classroom in order to close attainment gaps for these groups.

The school has also invested in additional staff, to deliver high quality targeted intervention from Reception to Y6

Our strategy is born out of the school's Aim, Vision and Ethos:

We aim to create a learning community that is both safe and supportive, where the quality of education will be of the highest standard in order to secure the best outcomes for all our children.

We have a vision that every child will achieve their full potential in every way and leave Springfield fully prepared for the next stage of their life.

Our ethos is that children feel safe and secure to learn. We have created a listening culture, which enables children to develop self-respect and self-determination. We challenge children to recognise and meet their full potential and be aspirational. We provide a creative curriculum that is individual to our children, celebrating diversity and inclusivity. We work positively in partnership with our families to ensure we are 'achieving together' in all aspects of life.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The school's deprivation indicator puts the school in the 20% most deprived in the country. |
| 2 | 43% Free School Meals |
| 3 | Springfield is one of the primary schools in Sheffield with the highest levels of mobility – that is children joining and leaving the school through the academic year. |
| 4 | 99% BAME (Black and Minority Ethnic) a significant number of these are from disadvantaged families. |
| 5 | 98% EAL (English as an Additional Language.) a significant number of these are from disadvantaged families. |
| 6 | <p>60 children have SEND (Special Educational Needs and Disabilities), including 5 children with EHCPs and there has been a significant increase in the number of children with complex high-level needs, alongside a significant increase in the numbers of children admitted in Reception already known to services.</p> <p>A noticeable increase in the number of children with basic language deficit due to the absence of early interactions and experiences as a direct result of the national Covid pandemic restrictions. A significant number of these children are from disadvantaged families.</p> |
| 7 | Number of pupils on roll is 206 with 33 languages spoken (January 2023 census). All classes have 9-16 languages spoken by the pupils in each class. |
| 8 | Children arrive as refugees or asylum seekers throughout the academic year. Many of these arrive in Y4 and are expected to take the Y6 statutory tests, with very limited experience of the KS2 Curriculum. All of these have English as an Additional Language which impacts on their ability to access the curriculum and are at a significant disadvantage. |
| 9 | There are many lone parent families, either as a result of family breakdown or bereavement or separation- with one parent/ extended family overseas. This often puts these children at a disadvantage in terms of their wellbeing. |
| 10 | A large proportion of our families are mobile and vulnerable. Often these children lack the opportunity for enrichment experiences. |
| 11 | A very large proportion of our children are admitted into school with attainment well below the expected level for their age across all phases. This is more prevalent among our disadvantaged pupils. |
| 12 | <p>Attendance</p> <p>Challenges due to the significant number of term time requests for leave for various reasons such as visiting family abroad/ emergency visits</p> |

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| | <p>home/ university courses out of Sheffield/ visas or passport renewals/ applications.</p> <p>CME (Children Missing in Education) referrals are high due to the numbers of children leaving the country where no notice is given to the school.</p> |
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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 |
|--|--|
| Close the attainment gaps for PP children | Data will show that PP children will have made good or better progress from their starting points. |
| An increase in the number of PP children at age related expectation by the end of the school year. | Data will show an increase in the number of PP children who are at age related expectations at the end of academic year 2024 |
| PP children will have access to curriculum enrichment | PP children will have experienced high-quality enrichments such as trips, visits, visitors and cultural experiences. |
| PP children will have accessed high quality interventions | Data will indicate that attainment gaps are closing for PP children. |

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: £33,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contribution towards teaching staff focusing on raising attainment and quality of learning across school | Better teacher- pupil ratios result in higher quality teaching input on a more positive effect on learning. <i>Teaching & Learning / Early Years Toolkit EEF</i> (educationendowmentfoundation.org.uk) <i>Teacher Feedback to improve Pupil Learning EEF</i> (educationendowmentfoundation.org.uk) | 1-12 |
| Contribution towards the development of phonics across all phases. | Regular input of high-quality phonics training for staff across all phases. Ensure pupils are secure in the phases of phonics. | 1-11 |
| Contribution towards the development of reading and writing across all phases | <i>Phonics EEF</i> (educationendowmentfoundation.org.uk) <i>Literacy Guidance Reports from EEF</i> (educationendowmentfoundation.org.uk) <i>Improving Literacy in KS2 (EEF)</i> (educationendowmentfoundation.org.uk) | |
| Contribution towards SENDCo focusing on learning in KS2 and PP with SEND across school | The school needs the equivalent of a full time SENDCO to meet the increasing numbers of children in school with SEND are accessing the support needed with appropriately matched provision. This needs to be in place for these children to reach their full potential. <i>DFE SEND code of Practice 2015</i> | 1-12 |
| Contribution to additional SENDCo | | 1-12 |
| Contribution towards full time Learning Mentor | PP children and their families receive support to remove barriers to engagement and learning. <i>Improving Social and Emotional Learning in Primary Schools.</i> educationendowmentfoundation.org.uk <i>Improving Behaviour in Primary Schools</i> educationendowmentfoundation.org.uk | 1-12 |

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|---|--|---------------------|
| | | |
| Contribution to fund additional learning support assistants in the classroom to effectively target vulnerable groups. | Additional teaching assistants results in targeted needs being met within the classroom and children have additional support with their learning. <i>Making Best Use of Teaching Assistants</i> <i>EEF</i> (educationendowmentfoundation.org.uk) | 1-11 |
| Pupil progress and attainment review meetings. | By tracking children's progress staff are well aware of gaps in attainment, rates of progress and what next steps needed to support their children's learning. | 1-12 |
| Resourcing targeted provision for nurture. | High quality resources targeted at the meeting the needs of our PP children with SEND. Our observations evidence that when children's emotional and behaviour are well meet there is a better chance they will be more successful academically. | 1-11 |
| Trauma Informed Schools training approach used across school | DfE approved programme recommended by Local Authority. It supports children who have experienced adverse childhood experiences by equipping staff so that they understand why children may have certain difficulties and behaviours and how they can help and support the children to cope and manage in life. <i>traumainformedschoolsco.uk</i> | 1,3,4,5,8,9,10, 11. |
| Contribution towards CPD | High quality CPD and well-trained staff results in a better educational outcome for children. <i>Effective Teacher Development</i> <i>educationendowmentfoundation.org.uk</i> | 6,7,8,9,10, 11. |

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

Budgeted cost: £ 86,855

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Contribution to fund additional learning support assistants to deliver structured academic interventions for PP | <p>Targeted support to address gaps in learning, and additional increased capacity from school staff.</p> <p>Our assessments and observations have evidenced that targeted high-quality intervention impacts on rate of progress and supports the closing of academic gaps.</p> <p><i>Making Best Use of Teaching Assistants EEF</i> (educationendowmentfoundation.org.uk)</p> | 1-12 |
| Contribution towards to intervention programmes such as the Curiosity Project/ Attention Autism, Speech and language intervention. | <p>Specialist support for children with SEND to make sure the provision is well matched to need. Specialist resources and regular assess, plan, do and review evidences that appropriately trained adults support and resources impact on the best outcomes for these children.</p> <p><i>Sheffield Support Grid exemplification</i> <i>DfE SEND code of practice 2015</i> <i>Autism Education Trust</i></p> | 6 |
| Contribution towards the cost of the Learning Mentor | <p>PP children and their families receive support to remove barriers to engagement and learning. This is a key role in our school. Family support, nurture related work and targeted provision has a positive effect on children with various disadvantages.</p> <p><i>Improving Social and Emotional Learning in Primary Schools. educationendowmentfoundation.org.uk</i> <i>Improving Behaviour in Primary Schools educationendowmentfoundation.org.uk</i></p> | 1,2,3,8,9, 10, 12 |

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

Budgeted cost: £16,246

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Contribution to fund After School Clubs to enable pupils to attend at no cost. Funding includes the costs of the club as well as school staff to support. | Children having access to broader curriculum activities and enrichments such as sport and a safe place for homework activities is essential for our disadvantaged children. Our experience is that when there is a charge made for these, the PP children are not able to access these opportunities. | 1, 2, 8, ,9, 10, 12 |
| Uniform and PE Kit | Supplying school essentials such as Uniform PE kit, book bags etc ensures that newly arrived children who are already disadvantaged do not feel isolated and settle into school swiftly. | 1, 2, 8, 9, 10, 12 |
| Contingency Fund- to respond to changes in circumstances and in-year mobility. | This is a necessity due to the context of the school with many unexpected issues that particularly affect families who are already disadvantaged. The majority of support is directed at the high numbers of in year admissions. | 1-12 |
| Contribution to fund a programme of school based cultural enrichment activities and wider curriculum opportunities, to include visiting theatre groups, artists, authors, Music Hub etc | Children having access to broader curriculum activities and enrichments such as Music, Theatre, trips and visits, leads to more memorable learning that is embedded. Subsequently, this improves outcomes for children. | 1, 2, 4, 5, 8, 9, 10, 11, 12 |
| HT and Learning Mentor to support attendance initiatives | Dedicated time to improving attendance for all pupils including those who are disadvantaged. Implementing initiatives and working with families to overcome any barriers and reduce absence. Good attendance equates to the better outcomes for the child. | 12 |

| | | |
|--|---|--------------------|
| | <p><i>Improving school attendance: support for schools and local authorities DFE</i></p> <p><i>Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</i></p> <p><i>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</i></p> | |
| Contribution towards Learning Mentor support for vulnerable pupils | <p>PP children and their families receive support to remove barriers to engagement and learning. This is a key role in our school. Family support, nurture related work and targeted provision has a positive effect on children with various disadvantages.</p> <p><i>Improving Social and Emotional Learning in Primary Schools.</i> educationendowmentfoundation.org.uk <i>Improving Behaviour in Primary Schools</i> educationendowmentfoundation.org.uk</p> | 1,2,3,8,9, 10 , 12 |
| Contribution towards initiatives directly targeted at parents to improve parental engagement with their children's learning. | <p>With increased parental engagement, outcomes for children are improved.</p> <p><i>Do parents know they matter? Engaging all parents in learning Harris & Goodall</i></p> | 1-12 |
| Contribution to provide additional learning resources for use at home | <p>Supporting parents and children with resources for home work and home learning to ensure that disadvantaged children have equal opportunities to access home learning to better support their overall outcomes.</p> | 1-12 |

Total budgeted cost: £136,801 *[insert sum of 3 amounts stated above]*

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.

- Disadvantaged children received high quality academic intervention across all phases. This included specific intervention programmes and targeted intervention within the classroom. All classes had at least one dedicated teaching assistant to support learning. Further to this, additional staff were employed to support classes across school due to the significant gaps in attainment as a direct result of the pandemic.
- Key targeted children were identified across school and these children received specific teaching from the Assistant Headteacher in KS1 and the Additional teacher and Academic Mentor in KS2.
- A greater proportion of PP children across school at the end of the academic year were judged to be in line with the expected level for their age in reading, writing and maths.
- All staff continue to have access to high quality CPD both within the school and from external providers, including the Local Authority and through collaboration within the Sheaf Trust. This also included purchase of resources.
- A large proportion of vulnerable disadvantaged children had access to intervention from the Learning Mentor centered around highly specialised nurture/ emotional support. Resources were purchased specifically to support these activities and a dedicated classroom was resourced appropriately.
- Additional MDSAs (Midday Supervisory Assistants) have been recruited to increase capacity at lunchtimes and to ensure that there is sufficient staff to engage positively with the children and encourage good interactions and play.
- Families received targeted interventions to support their children, with both learning and wider external issues eg housing, mental health, SEND, finances, parenting, attendance etc.
- Improvements in attendance were maintained as a result of the Headteacher and Learning Mentor working closely with children, families and external agencies to give both support and implement attendance initiatives. This included holding Attendance Panel Meetings regularly.
- Disadvantaged children were supported with the purchase of uniform and other resources as necessary.
- Children in EYFS received intervention and additional in-class support, to overcome the barriers in an exceptionally challenging cohort and those barriers resulting from the pandemic, such as language deprivation and as a result, outcomes for PP were significantly higher.
- Progress for the PP children in EYFS was outstanding.

- School provided clubs at no cost to disadvantaged pupils including Art, Sport and Music Lessons. Funding includes the costs of the club as well as school staff to support.
- Disadvantaged children were identified as musically talented and were selected for a further music package which includes tuition and the opportunity to attend musical concerts and other experiences.
- Disadvantaged children attended all trips and visits and accessed all sports activities and competitions.
- The learning environment has been enhanced and previously unused areas of the school developed in order to provide all children, including those who are disadvantaged with the highest quality facilities. Re organisation of the teaching spaces, classrooms and other areas to maximise the school building. This has generated dedicated and well-resourced areas to accommodate quality intervention and academic catch-up.
- Specific provision was put in place to meet the needs of vulnerable children in KS1

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 |
|-------------------------|---|--|
| Sum Dog |  | www.sumdog.com |
| Times Tables Rock Stars |  | https://ttrockstars.com/ |
| Bug Club |  | www.activelearnprimary.co.uk/login |
| Phonics Play |  | www.phonicsplay.co.uk |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.