

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (service, tuition and recovery premium for the 2024 to 2025 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 Infant School & Nursery
Number of pupils in school	267 + 43 in Nursery
Proportion (%) of pupil premium eligible pupils	33% (68 children + 2 Spring 2024)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Dates on which it was reviewed	Previous strategy September 2024
Dates on which it will be reviewed	September 2025
Statement authorised by	A Heath-Robinson
Pupil premium lead	Gail Phillips
Governor / Trustee lead	Christine Moseley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,320
Recovery premium funding allocation this academic year	0
National Tuition funding this academic year	0
<b>Total budget for this academic year</b>	<b>£101,320</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- \* Excellence and uncompromising expectation for every member of our school community through:
- \* Highly effective use of human and physical resources, including employing specialist provision where needed
- \* Challenge and support to improve the skills of staff, parents and children.
- \* Targeted intervention to overcome both whole school and individually identified barriers to a successful learning experience.
- \* To build strong supportive relationships with our school community and their children, to develop open and regular communication systems to support attendance, to organise both internal and external events/workshops to help parents to engage with school and support their children at home.
- \* To develop a monitoring system to identify which early assessments give the best information to help target support and to inform future funding; to ascertain the efficacy of different speech elements used in school and the current support offered, to carefully monitor and limit gaps in English and investigate the long lasting impact of children's early speech deficits, and find new ways to continue to support those children.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Community</b> <ul style="list-style-type: none"><li>• Lack of emotional literacy</li><li>• Little experience of building/maintaining positive relationships</li><li>• Parent/carer mental health</li><li>• 'Life' distracts from learning due to: <i>Young carer responsibilities; Hunger; Homelessness; Basic needs being unfulfilled</i></li><li>• School as a symbol of negative authority</li><li>• Isolation due to families being new to the country, lack of cohesion in the community</li></ul>
2	<b>Initiative</b> <ul style="list-style-type: none"><li>• Communication (<i>Reception 2023/24 – 66% of total cohort were not at ARE when Wellcomm tested, speech and language has a huge impact on all areas of learning especially developing early literacy skills</i>)</li><li>• Attitude to learning</li></ul>
3	<b>Possibilities</b> <ul style="list-style-type: none"><li>• Difficulty accessing or lack of knowledge about out of school activities</li><li>• Lack of 'play' / pre-school experiences</li><li>• Fear of unknown</li><li>• Few adult role models to support exploration of wider 'world of work'</li><li>• Poor Attendance</li></ul>

	<ul style="list-style-type: none"> <li>• Complex Additional needs</li> </ul>
<b>4</b>	<b>Environment</b> <ul style="list-style-type: none"> <li>• Little support at home with reading and homework, parents do not engage with school</li> <li>• Growing diversity of school community - <i>English as a second language, School 'culture' different to previous experience, No previous experience of school</i></li> </ul>
<b>5</b>	<b>Adventure</b> <ul style="list-style-type: none"> <li>• Health – inconsistent diet, lack of physical experiences or fear of injury to child</li> <li>• Excessive/addictive screen time</li> </ul>

## 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
<b>1</b>	<i>Enable children to achieve outcomes in Reading, Writing &amp; Maths that are closer to pre-COVID levels of attainment</i>	<ul style="list-style-type: none"> <li>* There is no gap between disadvantaged and non-disadvantaged children in Reading and Maths by the time they leave Springfield Infants.</li> <li>* The gap between disadvantaged and non-disadvantaged children in Writing is less than the national gap by the time they leave Springfield Infants.</li> <li>* The % of disadvantaged children at Springfield Infants achieved EXS+, exceeds national by &gt;10%.</li> <li>* By the end of Year 2 &gt;94% of disadvantaged children pass the Phonics Check.</li> </ul>
<b>2</b>	<i>Support children to communicate effectively, enabling them to overcome SEMH difficulties, access academic work and develop a rich vocabulary to express their ideas</i>	<ul style="list-style-type: none"> <li>* Number of children requiring Speech, Language or Communication intervention is reduced to less than 5% of the cohort by the time they leave Springfield Infants.</li> <li>* Monitoring, oracy, writing and vocabulary assessments, subject leader reports evidence a rich vocabulary is in use for all children.</li> </ul>
<b>3</b>	<i>Offer parents/families immediate access to professional advice &amp; support and help parents/families to access external services to support them including: parenting classes, social groups, medical advice, housing and financial support</i>	<ul style="list-style-type: none"> <li>* The school's new early help offer is known &amp; is valued as parents have confidence in the support they are offered.</li> <li>* Individual case studies demonstrate specific impact for individual families (attendance case studies)</li> <li>* School led parenting groups and classes show growth in numbers &amp; are valued as measured in the parent survey</li> <li>Working with outside agencies and providing workshops for parents to develop their own literacy and their children's (story sacks)</li> <li>* % absence for Pupil Premium is lower than national, % persistent absentees is in line with or &lt; non-PP peers</li> </ul>
<b>4</b>	<i>Ensure every child is prepared for their first day at school and no child is excluded (through inability to pay) from</i>	<ul style="list-style-type: none"> <li>* All children that join our school are equipped with what they need for school (bookbag, uniform, water bottle etc.)</li> </ul>

	wider opportunities offered by school / partner agencies during term and holiday times throughout their time at Springfield Infants	<ul style="list-style-type: none"> <li>* Any child can access breakfast/holiday activity clubs at point of need, by booking on our online system or by speaking to one of the Early Help Team who can facilitate a space.</li> <li>* All pupil premium children have taken part in at least one extra curricular club by the time they leave Springfield Infants</li> <li>* All pupil premium children have participated in all school enrichment activities (trips, visitors, events) during their time at Springfield Infants</li> </ul>
5	Provide staff with training opportunities to ensure their pedagogical approaches and knowledge of barriers children may face and how to overcome them match the cohort and take account of the most recent, relevant research	<ul style="list-style-type: none"> <li>* All staff have undertaken the play training offered as part of the OPAL project and are aware how to facilitate play with all the SEMH and physical benefits this brings for the children. The school received a platinum award and ongoing training is completed yearly with refresher training.</li> <li>* Staff are able to facilitate play and allow children to develop problem solving skills rather than direct their play.</li> <li>* Staff report an improved knowledge base with regards to additional needs.</li> <li>* School always has at least 3 trained Thrive practitioners available to support staff with techniques and knowledge in relation to the SEMH of children in their class.</li> <li>* All staff report improved subject knowledge in Maths &amp; Science supporting outcomes identified in point 1.</li> </ul>
6	Ensure all families that are entitled to free school meals access this benefit	<ul style="list-style-type: none"> <li>* 100% of parents return information request forms which enable school to identify families that may be entitled to FSM and support the application process.</li> <li>* All parents who are potentially entitled are contacted by the school and offered support to complete the application.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA access to training courses outside normal working hours – OPAL, MPTA, School based CPD programmes based on survey of TA needs (June 2021) & ongoing SDP priorities	<ul style="list-style-type: none"> <li>* <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li>* <a href="https://www.educationendowmentfoundation.org.uk/maximising-the-impact-of-teaching-assistants">Maximising the Impact of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li>* <a href="https://www.outdoorplayandlearning.org.uk/the-case-for-play-in-schools-web-1-1.pdf">The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</a></li> </ul>	<b>1, 2, 3, 4, 5</b> £1,500 (7 hrs x 16 TAs)
Release for subject leaders to analyse impact of curriculum	* <a href="https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-guide-to-implementation">Putting Evidence to Work - Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a>	<b>2, 3, 4, 5</b> £2,400

design on various pupil groups and to plan next steps		(£120 x 2 x 10)
Coaching for Senior Leaders to support leadership growth & wellbeing	* <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	<b>1, 3, 4</b> £1,500

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

Budgeted cost: **£68,808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA (5 x PM) to support high communication needs children with multiple vulnerabilities – no more than 6 children in the group – Targeted boosting for Reading, writing and Maths across the school	<p>* Increasing needs profile of children entering school – school based evidence, falling number of children not meeting writing expected standard since 2019.</p> <p>* <a href="https://www.educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>Boosting communication</b></p> <p>'Targeted academic interventions can support pupil progress and can be employed to help boost language development. Interventions should be matched to individual pupils' specific needs.'</p> <p>Gym trail, Music and Communication, Time to Talk, targeted interventions, boosting groups using Shine resources from NTS, targeting gaps in Maths and Reading. Additional boosting writing groups across the school.</p>	<b>1, 3, 4</b> £11,449 (half SC)
Private speech therapist to work with small groups & individuals identified in the Reception Wellcomm screen and to give ongoing advice regarding children in Year 1 & 2 who are still working below ARE.	<p>Enable specific targeted support for those most at need of developing</p> <p>* <a href="#">Tier 3 support – EEF &amp; PHE – Early Language Development</a></p>	<b>2, 3, 4, 5</b> £17,550 – 1.5 day a wk
Additional teaching assistant to carry out speech packages (5 x AM)	<p>Enable school to provide a 'graded response' looking at each individual child and deciding on level of input needed based on assessment and risk factors (including disadvantage) long term.</p>	
Additional teaching assistant in EYFS to carry out NELI project	<p>* Nuffield Early Language Intervention (NELI) implemented and measured</p> <p>* Government Recommended &amp; DFE have continued to fund costs for online subscription</p>	<b>2, 3, 4</b> £13,377 – HH
Additional Teaching Assistants supporting Literacy intervention across all years	<p>* <a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF</a></p> <p>* <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF</a></p>	<b>2, 3, 4</b> £18,242 – EC AMs

	High quality phonics teaching and additional support provided to groups and individuals from well trained staff, teaching with fidelity across the school.	JH AMs
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£27,358**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family Support Worker – integral to the work of the school to support the ever-growing needs of the community filling the deficit in social care / community provision</i></p>	<p>* <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p> <p>* <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/421222/Improving_school_attendance_support_for_schools_and_local_authorities.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>* <a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guide">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>*Key member of the Early Help Team, runs play and stay sessions for the community to encourage parents to engage with school and develop trusting relationships</p> <p>*To provide holiday picnic play sessions for new starters in the next academic year and aid transition to ensure a smooth start for the family and child as they start their education</p> <p>* Delivers and works alongside external companies to provide parent courses and workshops</p> <p>* Supports with attendance and parental well-being by offering emotional containment</p> <p>* Deals with safeguarding and behaviour support, as well as helping parents access parenting courses online and creating individualised support plans for each case.</p>	<p><b>1, 3, 4, 5</b> £15,375 (0.75 JR)</p>
<p><i>Parenting / support groups costs</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Additional costs incurred through parenting workshops resources, book purchased for parents to complete projects</p>	<p><b>1, 3, 4, 5</b> £200 – sundries</p>
<p><i>Thrive practitioners to support the SEMH needs of the children</i></p>	<p>* <a href="https://www.thriveapproach.com/credentials">Thrive: Approach: Info: Credentials(thriveapproach.com)</a></p> <p>Thrive practitioners provide individual and group support for children, they are also part of the Early Help Team so they check in with children daily on arrival this is important for those children who need this to improve and maintain good attendance</p> <p>Full Thrive training for new school SENDCO to lead on implementation and provision across the school (.25)</p>	<p><b>1, 2, 3, 5</b> £10,833 EC / JH – 15 hrs a wk  £400</p>

	* <a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
School starter packs, subsidised trips/clubs and promotion to encourage parents to apply for Free School Meals	<p><b>School Based Evidence:</b></p> <p>* It is important that all children feel included in our school community and have the same access to school items / trips and clubs as their peers by having some funding set aside to support families at point of need we ensure that no child is ever excluded from taking part in the activities they want to.</p> <p>* See previous pupil premium outcomes documents with regards to take up of free school meals.</p>	<p><b>1, 3, 4, 5</b></p> <p>£300 (subsidy)</p> <p>£250 (promo)</p>

**Total budgeted cost: £ 101,566**

### Externally provided programmes

Programme	Provider
Numbersense	<a href="#">Systematic number fact teaching   Number Sense Maths</a>
Thrive	<a href="#">The Thrive Approach to social and emotional wellbeing</a>
NTS assessments & Shine	<a href="https://www.risingstars-uk.com">NTS - National Test Style Standardised Assessments (risingstars-uk.com)</a>
Insight Tracking	<a href="https://www.insighttracking.com">Insight   Online Pupil Tracking for Primary Schools (insighttracking.com)</a>
NELI	<a href="https://www.teachneli.org">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a>
Nursery Narrative	<a href="#">Nursery Narrative - Black Sheep Press</a>
Read Write Inc.	<a href="#">Read Write Inc. Phonics - Ruth Miskin Literacy</a>
Talk for Writing	<a href="https://www.talk4writing.com">Talk for Writing (talk4writing.com)</a>
Literacy Gold	<a href="#">Literacy Gold</a>

## 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 2023 to 2024 academic year.

As evidenced in schools across the country, school closure, a lack of services for families with pre-school age children and missed health checks due to the pandemic, continue to be most detrimental to our disadvantaged pupils, as they were not able to benefit from early intervention, social and speech opportunities in pre-schools & parent groups, our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended despite giving them priority access to school places and encouraging as many children as safely possible to attend school. (Around 1/3 of our school population attended during 'closures' but PP families were the most reluctant to send their children.) These families have also been more inclined to be a large part of the persistent absentee group. Recent changes and face to face meetings are having an impact with most of the families being targeted as attendance and lateness hinders the children's learning. The year 2 cohort are the last year group to have been affected by closures and although the learning outcomes have improved their SEMH has also continued to be another major factor for their attainment. Many of these children were at home with just their parents through their baby/toddler stage and the impact upon their attachment with their parents; (through what would have been a very worrying time) can still be seen. Two of the children are emotionally based school avoiders, which itself is unusual in KS1.

Attendance (All chn Yr R – 2): PP – 90% Not PP – 94%

Persistent Absenteeism (All chn Yr R -2): PP – 42% Not PP - 21%

#### Outcomes 2024:

GLD All children 67% PP – 40% (8/20 ch) Not PP – 75% **NAT: LOC**  
66.1%

Yr 1 Phonics All children 76% **PP- 79%** Not PP – 76% OUR GAP: **no gap**

Yr 2 Phonics (retake 19 ch) All children 93% PP- 90% Not PP – 97%

Yr 2 TAF Reading All children 74% PP- 60% Not PP – 81% OUR GAP: 21%

Yr 2 SATS Writing All children 60% PP- 40% Not PP – 69% OUR GAP: 29%

Yr 2 SATS Maths All children 81% PP- 64% Not PP – 90% OUR GAP: 26%

\* Individual Family Support Worker case studies are available

\* Individual staff training records are available

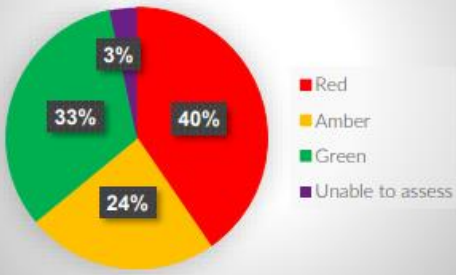
\* Individual Thrive profiles and case studies are available

\* Individual Early Help Attendance case studies are available

\* NELI outcomes: have moved children from slight concern to no concern meaning that communicate and further additional support was no longer needed.

\* Wellcomm outcomes (Private SALT & S&L TA, NELI work also contributes to these outcomes)

### Reception Total- September '23



### Reception Total- April '24

