

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (service, tuition and recovery premium for the 2025 to 2026 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	257 + 25 in Nursery
Proportion (%) of pupil premium eligible pupils	25% (64 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
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	£89,976
Recovery premium funding allocation this academic year	0
National Tuition funding this academic year	0
<b>Total budget for this academic year</b>	<b>£110,377</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.
- \*To develop systems that support learners joining the school at different points of the school year and in their educational journey.
- \*To provide strategies and activities which build children's emotional resilience and learning behaviours, to provide activities that improve their general well-being from gaining other learning experiences outside of the classroom.

## Challenges

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

### The detail of the challenge faced by our children and their families

- Lack of emotional literacy
- Little experience of building/maintaining positive relationships
- Parent/carer mental health/isolation cultural attitudes to schooling (affecting attendance and lateness)
- Children's lack of school readiness and independence in Reception.
- Changing demographic in the community and the transient education for a growing number of our cohort. There is far greater movement within the academic year 15% (37 children in KS1 during 24-25)
- More severe SEN needs including speech with a higher number of children requiring NHS input, followed by school provided specialist input.
- Children have limited time outside and a growing number of children with poor mental health, anxiety and AFRID.
- Growing diversity of school community - *English as a second language, School 'culture' different to previous experience, No previous experience of school*

## Strategies used in School

Many of our strategies continue to support children across the school. We continue to provide dedicated phonics using RWI and train staff across the school to deliver this. Reading is monitored by the Headteacher who is also the phonics lead, and works with the RWI on creating progression plans for the school annually.

We are a dedicated Thrive school and through the use of Thrive strategies, restorative practice, we teach the children emotional literacy skills. Learning behaviours are uniformly taught across the school. We have dedicated practitioners who check in with children daily, work and assess children to target their needs and liaise with teachers and parents to share action plans for individuals.

Our family support worker continues to support families on a multitude of issues. She supports with parenting, health, parent mental health, budgeting and finance and safe-guarding. She works with our local Early Years Hub to help organise workshop for parents and Realise Futures who offer workshops to parents to support their children at home.

As our demographics changed in the previous year it has led to less children leaving us at the expected standard by the end of year 2. We are doing action research in school this year to ascertain whether the changes we have implemented to support children are achieving the desired outcomes. We will be using highly trained staff to deliver teaching in small groups in KS1. The whole school will also be working alongside Chris Williams and implementing 'Chatta' to complement our oracy and vocabulary teaching across the curriculum.

Reception continues to be where we are targeting more early support to prevent gaps developing and utilising additional adults to support with interventions and develop oracy. OPAL Play continues to be a large part of what we offer at Springfield Infant School and Nursery. Play that is not guided by adults, it is a real opportunity for children be physically active and to truly play whilst developing their independence, communication skills, build friendships and learn how to deal with resolutions; all supported by familiar adults they know and trust.

One of our biggest investments this year has been to fund and train a teacher to deliver forest school across all year groups ensuring every single child who comes to our school will have the opportunity to experience outdoor learning activities. Research has shown that an estimated 1 in 5 children have a probable mental health condition, and our school has seen an increase in the number of children accessing Thrive and working with the Mental Health Team in School (NHS Research to Explore the Benefits of Forest School on Children's Mental Health 2025). Schools that have used forest school report the benefits to have been seen in the children's self-esteem and some schools have claimed it has also been shown to improve attendance. Harding: 2025 has written about the benefits of forest school by using research by Kuo who stated that, *'exposure to natural environments can enhance attention span, improve problem solving abilities and boost academic performance'*; Williams supports her research and has explored the impact of nature on the brain and mental well-being. Her research has focused on the neuroscience of how nature has a positive impact, she claims it, *reduces stress, improves mood, and enhances cognitive function*, (Nic Harding, Forest School Education online: Insights from Research, Unveiling the Cognitive Benefits of Forest School Education).

## 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
1	<i>Enable children to achieve outcomes in Reading, Writing &amp; Maths that are consistently inline with national outcomes.</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+, meets national.</li> <li>* By the end of Year 2 &gt;94% of disadvantaged children pass the Phonics Check.</li> </ul>
2	<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 10% of the cohort by the time they leave Springfield Infants, and only those children still working with the NHS by the end of year 2.</li> <li>* Monitoring, oracy, writing and vocabulary assessments, subject leader reports evidence a rich vocabulary is in use for all children, new subject feedback sheets help leaders support planning and delivery of a wide curriculum.</li> <li>* Introduce Chatta as a whole school support mechanism to further embed vocabulary and develop syntax and clear oracy skills.</li> </ul>
3	<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 early help offer is known &amp; continues to be valued as parents have confidence in the support they are offered.</li> <li>* Individual case studies demonstrate specific impact for individual families</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>
4	<i>Ensure every child is prepared for their first day at school and no child is excluded (through inability to pay) from wider opportunities offered by school / partner agencies during term and holiday times throughout their time at Springfield Infants</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> <li>* Any child can access breakfast club at any point of need, by booking on our online system or by speaking to one of the Early Help Team who can facilitate a space, additional staff for children with SEND funded for inclusion.</li> <li>* Extra curricular clubs are offered at low cost to all children, these are wide ranging and both school staff and external providers deliver them each term.</li> <li>* All pupil premium children have participated in all school enrichment activities (trips, visitors, celebration 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 double 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 work alongside the RWI trainer and reading leader to ensure consistency of phonics teaching across the school.</li> <li>* All LSA's worked with SCC on the 'Delivering Better Value' program and will be delivering targeted support for individuals in their classrooms.</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>
7	Addressing growing mental health issues and the inequalities of housing by establishing Forest School time for all children	<ul style="list-style-type: none"> <li>* All children will have the opportunity to experience dedicated time outside in forest schools.</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: **£6,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA access to training courses outside normal working hours – OPAL, School based CPD programmes & ongoing SDP priorities	<ul style="list-style-type: none"> <li>* <a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li>* <a href="http://educationendowmentfoundation.org.uk">Maximising the Impact of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></li> <li>* <a href="http://outdoorplayandlearning.org.uk">The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</a></li> </ul>	<p><b>1,2,3,4,5</b> £1,500 (7 hrs x 16 LSAs)</p>
Release for subject leaders to analyse	<ul style="list-style-type: none"> <li>* <a href="http://educationendowmentfoundation.org.uk">Putting Evidence to Work - Guide to Implementation   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	<p><b>2,3,4,5</b> £3,600</p>

impact of curriculum design on various pupil groups and to plan next steps		(£120 x 3 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: **£59,011.51**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted boosting for Reading, writing and building individual confidence in English RWI full program being taught by specialist LSA's who are trained for RWI Phonics and Thrive to groups of 6 or less in KS1</p> <p>Additional general adult support across REC providing early intervention/teaching independent skills (toileting)/Neli/phonics Precision teaching</p>	<p>* Increasing needs profile of children entering school – school based evidence, falling number of children not meeting writing expected standard since 2019. Children struggling to make the expected progress who need further small group support from highly trained LSA's.</p> <p>* <a href="https://www.educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> <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> <p>High quality phonics teaching and additional support provided to groups and individuals from well trained staff, teaching with fidelity across the school.</p> <p><b>Boosting communication</b> '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.' Gym trail, Music and Communication, Time to Talk, targeted interventions, using Precision Teaching (DBV), targeting gaps in Maths and Reading. Additional boosting writing groups across the school.</p>	<p><b>1,3,4</b> EC and JH (15 hours) £8870.48 £8386.64</p> <p>1,2,3,4, HR/SC £15,243.90</p>

<p>Private speech therapist to work with small groups &amp; individuals identified in the Reception Wellcomm screening and to give ongoing advice regarding children in Year 1 &amp; 2 who are still working below ARE with their speech.</p> <p>Additional teaching assistant to carry out speech packages (5 x AM)</p>	<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> <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> <p>NELI speech and language program targeted at children who would fall through the gap and have speech pronunciation problems or a reluctant speakers, who are not familiar using spoken English.</p> <p><a href="#">Nuffield Early Language Intervention   EEF</a></p>	<p><b>2,3,4,5,</b></p> <p>Communicate £17,640 – 2 days a wk</p> <p><b>2,3,</b></p> <p>£8,870.49 - JB</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£44765.96**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>* <a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p> <p>* <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>* <a href="#">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></p> <p>£11,294.21 (0.75 JR)</p>
<p>Parenting / support groups costs</p>	<p><a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p>	<p><b>1,3,4,5</b></p>

	Additional costs incurred through parenting workshops resources, book purchased for parents to complete projects	£400 – sundries
Thrive practitioners to support the SEMH needs of the children	<p>* <b><u>Thrive: Approach: Info: Credentials(thriveapproach.com)</u></b></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><u>Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</u></b></p>	<p><b>1,2,3,5</b></p> <p>£10,833</p> <p>EC / JH – PMs</p> <p>£7,392.07</p> <p>£6988.88</p> <p>£400</p>
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><b>4,6</b></p> <p>£550 (subsidy)</p>
Forest School session for all children developing children's SEMH and concentration through outside activities	<p><b>Forest School Initiative:</b></p> <p>*All children have the opportunity to experience high quality outside learning. Children are given the opportunity to develop life skills, independence, take risks and improve their well-being by being outside in nature, away from the stress of a classroom environment.</p> <p><b><u>Outdoor adventure learning   EEF</u></b></p> <p><b><u>Forest School: a marvellous opportunity to learn</u></b></p> <p><b><u>Forest Schools: impact on young children in England and Wales - Forest Research</u></b></p>	<p><b>1,2,5,7</b></p> <p>£18,140.80</p> <p>AC</p>

**Total budgeted cost: £ 110,377.47**

### Externally provided programmes

Programme	Provider
Numbersense	<a href="#">Systematic number fact teaching   Number Sense Maths</a> EYFS
Fluency Bee	
Thrive	<a href="#">The Thrive Approach to social and emotional wellbeing</a>
Insight Tracking	<a href="#">Insight   Online Pupil Tracking for Primary Schools (insighttracking.com)</a>
NELI	<a href="#">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="http://talk4writing.com">Talk for Writing (talk4writing.com)</a>
Clicker 8	<a href="#">Clicker 8 – The latest version of the popular literacy support tool for primary and SEN classrooms - Teachwire</a>
Chatta	<a href="#">Home - Chatta</a>

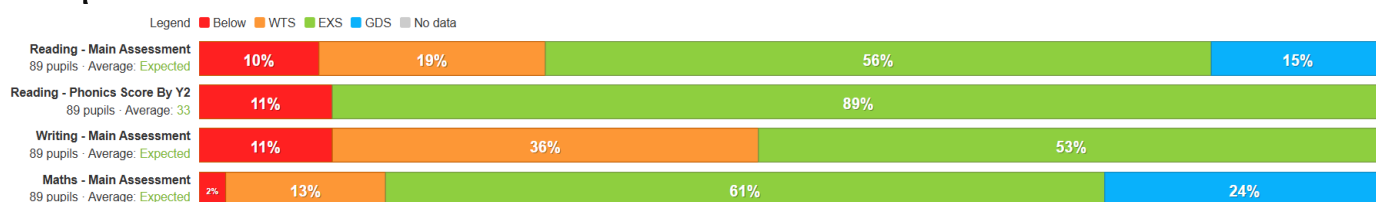
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

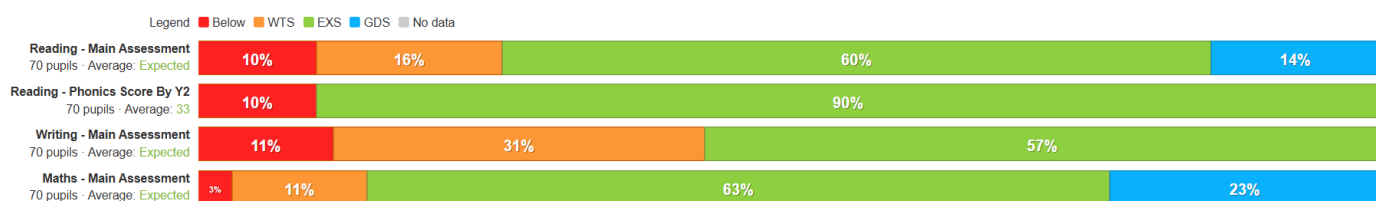
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The academic year saw some unwarranted difficulties in reaching targets for outcomes at the end of the year. Data at the end of KS1 saw a drop in attainment as did the phonics screening for year 1. EYFS with additional support managed to achieve 67% GLD which was just below national (69%). In 2024-2025 we saw a rapid change in demographics of the school and also a huge rise in the number of transient learners we had throughout the school year. This was compounded by a high level of SEMH need and SEN. Many of our Pupil Premium children have additional negative influences on their lives and this has an effect on their capacity to learn, So although our data does not achieve the high standards for quantitative standards it cannot be said that the children under our care have not made enormous progress.

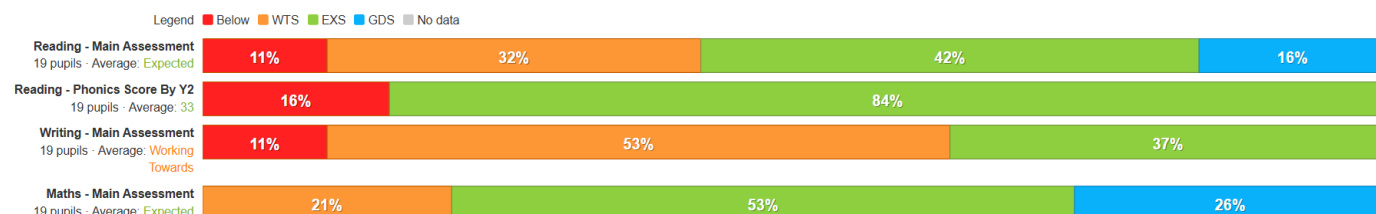
### All Pupils



### Not PP



### PP



Gaps between Not PP and PP is greatest in writing and is something that we are further addressing this year with action research starting in September to try and stem the gap in reading and writing. The phonics data at the end of year 2 was 89%, again this is lower than our usual attainment and newcomers to our school with no previous schooling along with SEN had an impact on overall outcomes, PP data was 84% whilst Not pp achieved 90%. By the end of year 2 all of our disadvantaged pupils passed the phonics screening check.

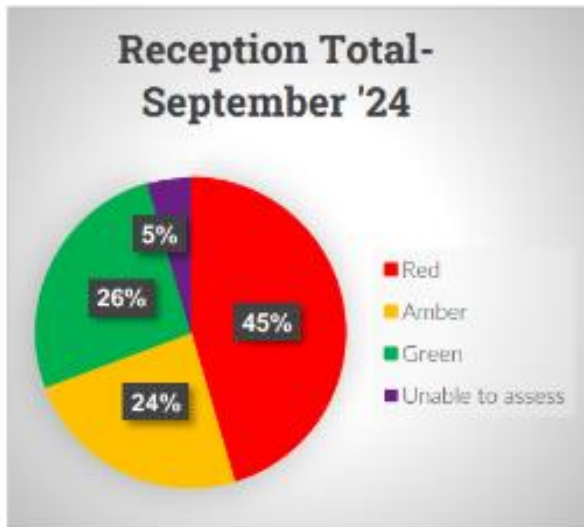
Phonics Screening Check									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	72%	75%	80%	79%	77%	80%	89	66%	~ 80%
% of pupils passing check by end of Year 2	-	87%	90%	89%	93%	89%	89	89%	~ 91%

Our Reception children were well supported by the speech team and Wellcomm outcomes from September to May show significant progress. Neli Early years was also undertaken as part of a research program with the EEF. Neli and Nursery Narrative continue to be used in REC and specialist LSA's continue to work to deliver bespoke packages of speech work with individuals.

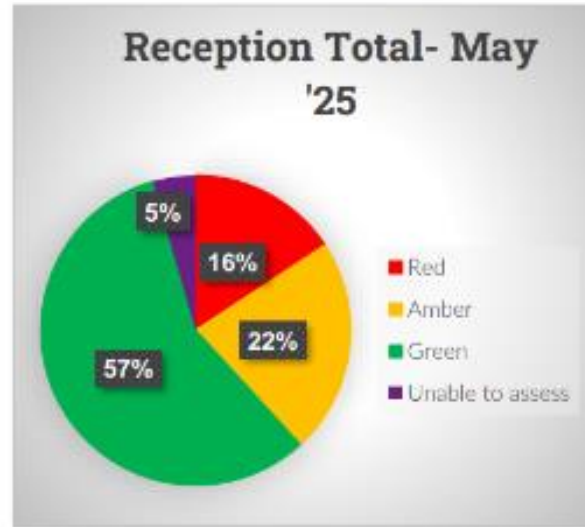


Springfield Infants School & Nursery

Reception WellComm Results: May 2025 update

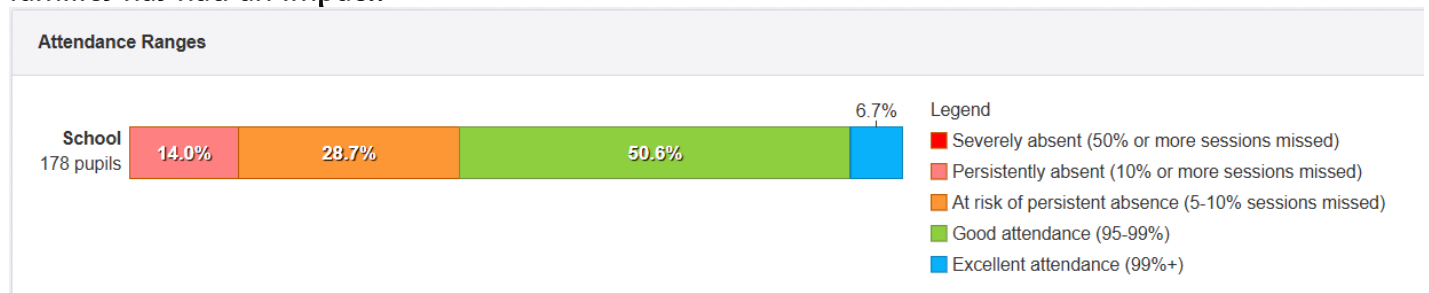


Red: 40 Amber: 21 Green: 23  
Unable to assess: 4



Red: 14 Amber: 20 Green: 51  
Unable to assess: 4

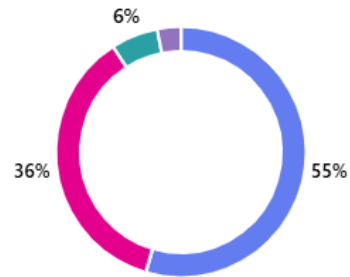
As a leader I believe that working with parents and engaging them in their children's learning is one of the most important factors of children's later outcomes. This combined with offering learning opportunities that inspire and provide something the children love about coming to school can only benefit their learning and their attendance. Attendance and lateness has improved, and this has been challenging with so many young learners; who all fall foul to coughs, colds, tummy upsets and chickenpox whilst their bodies are learning to become more resistant. Consistency and honesty I feel is what has made a real difference and the time that the Early Help Team spend meeting with the families has had an impact.



Parental engagement is fostered with different opportunities for both learning and for the opportunity to come and see how their child learns in school. Communication and the way the school is regarded by the families is changing, and the school is becoming seen as a place where parents can get the help they need. Data from the parent survey May 25 shows that the vast majority of parents value the support they receive and feel happy to come and discuss their needs with us.

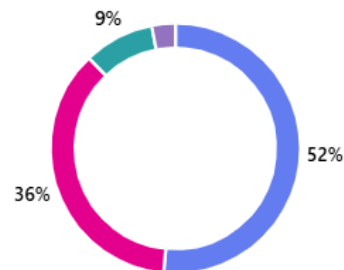
6. All staff are approachable and I feel I can talk to them

● Strongly agree	36
● Agree	24
● Neutral	4
● Disagree	2
● Strongly disagree	0



7. As a parent I feel that I am well supported by the school

● Strongly Agree	34
● Agree	24
● Neutral	6
● Disagree	2
● Strongly Disagree	0



#### Parent comments from the latest survey

- 'Since Mrs Phillips taking over as head I feel the school's communication and relationship with parents has improved considerably.'
- 'I really like how attentive every staff member is. Every single school worker is doing amazingly. My favourite thing is when parents/carers are allowed to come and join their children's lessons. I really appreciate how my son learned about nativity, because I think it's important. I appreciate that he's learning and teaching us at home about other cultures (like Diwali) and most important British celebrations (e.g. Bonfire night, VE day)'

Individual case studies for attendance and progress are available, as are staff training records, Thrive and Neli assessments and data.