



Springfield Academy Pupil premium strategy statement

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 Academy
Number of pupils in school	214 (193 + 21 nursery)
Proportion (%) of pupil premium eligible pupils	68% (132 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Date statement approved by LGB	2024
Pupil premium lead	H Bonser
Governor lead	L May

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,700
National Tutoring Programme allocation this academic year	£18,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,405



Part A: Pupil premium strategy plan

Statement of intent

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

At Springfield, we are committed to securing high quality pedagogy across our academy, in order that our quality of teaching and learning is the best it can be for all pupils, but especially for those who may be disadvantaged.

We strive to ensure that all children, regardless of barriers related to background, ethnicity, individual needs or home language, make good progress and achieve strong levels of attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We take time to consider the wider barriers faced by vulnerable pupils, such as those who have a social worker, are young carers etc. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In 2023-24 the additional support we provide will be in response to common challenges and individual needs, ensuring that disadvantaged children are challenged in their work, interventions take place as soon as needs are identified and a consistent approach across the school from all staff that we raise our expectations of what disadvantaged children can achieve.



Challenges

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

Challenge number	Detail of challenge
1	Children have poor spoken language skills which impacts on their ability to communicate and process information
2	Social, emotional and mental health issues for groups of pupils across the school has hindered their access to the full curriculum, it impacts on their progress and that of others
3	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum
4	Attendance for some PP children is below average.

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 oracy skills lead to children's increased ability to articulate fluently and creatively	PP children attaining in-line with national benchmarks. Progress is good.
Children are better able to manage their behaviour independently	Reduced fixed term exclusions
All children have equal access to a wide range of life experiences	PP children attaining in-line with national benchmarks. Progress is good.
Gaps between the attainment of PP learners and non-PP learners is reduced	PP children attaining in-line with national benchmarks. Gap to non-PP learners is reducing



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: £ 55,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils making accelerated progress in order to catch up and achieve ARE through focussed small group core skills maths and English delivery. This is facilitated by there being a Teaching Assistant in every class who can provide instant feedback to address misconceptions and move learning forward more quickly.</p> <p>3 x TA (am) 5 days a week £42,647</p>	<p>SPA used this approach for the last 4 years and saw positive impact on outcomes, engagement and learning behaviours across the school.</p> <p>EEF Toolkit evidence shows that learning feedback is very high impact Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Vulnerable children with complex needs make appropriate progress for their level of need through additional leadership time for SENDCo to impact on whole school provision</p> <p>1 day a week additional £13,046</p>	<p>Complex nature of needs of some pupils means that specialist and bespoke support is needed for them. School has seen positive impact of nurture type support for these pupils in the past.</p> <p>One year on – National SENCO workload report – January 2020 (bathspa.ac.uk)</p>	<p>1, 2</p>



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

Budgeted cost: £ 65,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA's (pm)</p> <p>TA's to deliver interventions, catch up across the school to targeted children, including;</p> <ul style="list-style-type: none"> - First class @ number - LW keep up and catch up sessions - Pre teaching/post teaching - 1-1 for priority readers <p>3 x TA (am) 5 days a week</p> <p>£42,647</p>	<p>Teaching staff are able to deliver targeted, personalised support which builds on their independent targets. School has seen a positive impact on children increasing their skills through these regularly delivered interventions.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted academic supported via the National Tutoring Program, in the form of catch up and booster sessions for PP (81%) children in Year 6.</p> <p>£22,500</p>	<p>Tutoring evidence</p> <p>Independent review of tutoring in schools: phase 1 findings - GOV.UK (www.gov.uk)</p>	



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

Budgeted cost: £ 92,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver a Breakfast Club, free of charge, which provides a nutritious start to the day.</p> <p>This includes opportunities for positive interactions with adults and supports pupils to be 'school ready' in the morning.</p> <p>£12,340 (running of club) £500 per year for equipment</p>	<p>Numbers attending Breakfast Club have increased and our Attendance figures have improved.</p> <p>We have many examples where emotional issues have been supported prior to lessons commencing.</p> <p>Reviews with staff and children indicate a greater readiness to learn and a positive start to the day.</p>	<p>1, 2, 3, 4</p>
<p>Improved attendance and Behaviour for Learning for vulnerable pupils through support and engagement of Attendance/Behaviour support/Social Care Officer. Monitors all of these areas, working with a number of other outside agencies with the sole aim of having all of the children in school ready to learn, more often.</p> <p>£23,058</p>	<p>Attendance/ Lateness levels have historically been maintained and improved.</p> <p>The co-ordinated approach of first day contact, incentives and attendance links are successful. Home visits have helped to challenge poor attendance</p> <p>Increase in Social Care involvement for PP children in school</p> <p>Early support identified and contacted sooner</p>	<p>4</p>
<p>Children are given a new school jumper at the start of each year and a book bag when starting school</p> <p>£2,000</p>	<p>Behaviour logs show reduced incidents at lunchtime.</p> <p>Lunchtime letters and lunchtime exclusions reduced.</p>	<p>1, 2</p>
<p>All pupils having full access to wider curriculum and enrichment activities through subsidising of school visits and residential.</p>	<p>Trips at Springfield are accessible to all. All children are engaged in wider curriculum enrichment activities in order to extend experiences. The impact is reflected in the increased confidence and contributes to a wider world</p>	<p>4</p>



£6,000	perspective. Trips are an effective learning tool for children to learn and remember new information and provides a bank of knowledge to prompt writing.	
Develop vulnerable children's emotional resilience through nurture provision available to those that need it, including ELSA sessions for vulnerable pupils. £18, 991	Previous deployment of this strategy has shown that children become more emotionally resilient and literate through their engagement with this support, as it facilitates greater self awareness in pupils, helping them to reach their own solutions and coping strategies.	1, 2
Children and parents have a theatre experience which is accessible and affordable. It provides a shared experience linking home and school through the Arts £1,229	This enhances the home/school relationship positively and increases life experiences. Parents feed back to the school that this helps them to see school as a safe place for them and their children, meaning school can develop stronger relationships with parents to support children's behaviours and attitudes to learning.	1, 3, 4,
Additional social, emotional and nurture provision provided to specific PP children across the school day, providing play and social interaction opportunities. 2 mid days x1.5hr per day £8,938	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Children learn and develop turn taking skills, how to play and interact appropriately with others to take skills back into the class room.	
A specifically tailored and resourced area to support the significant needs of pupils across EYFS and KS1 delivered on a 1-1 or 1-2 basis throughout the school day, to develop basic interactions and health and self-care needs. £19,736	Planning SEND provision: five evidence-based recommendations Optimus Education (optimus-education.com) To create a positive and supportive learning environment without exception	

Total budgeted cost: £ 213,632



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.

Aim	Outcome																																																
Teaching																																																	
<p>Pupils making accelerated progress in order to catch up and achieve ARE through focused 1-2-1 or small group interventions run by class teacher delivered through additional 10% non-class based AfL release time for all class teachers.</p> <p>Vulnerable children with complex needs make appropriate progress for their level of need through additional leadership time for SENDCo to impact on whole school provision</p> <p>Additional TA's (pm) 3 x TA's to support the delivery of core skills teaching approach</p>	<p>End of KS data shows PP children made progress for the academic year</p> <p>Context: During this academic year, the focus for the release time was catch up, following the previous years of reduced face-to face teaching.</p> <table border="1" data-bbox="721 790 1302 1216"> <thead> <tr> <th colspan="3">Year 6 PP 2022-23 Teacher Assessment</th> </tr> <tr> <th></th> <th>Autumn 22</th> <th>Summer 23</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>55%</td> </tr> <tr> <td>Combined</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>National Combined</td> <td>-</td> <td>43%</td> </tr> </tbody> </table> <table border="1" data-bbox="721 1270 1302 1686"> <thead> <tr> <th colspan="3">Year 2 PP 2022-23 Teacher Assessment</th> </tr> <tr> <th></th> <th>Autumn 23</th> <th>Summer 23</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>47%</td> </tr> <tr> <td>Maths</td> <td>41%</td> <td>53%</td> </tr> <tr> <td>Combined</td> <td>41%</td> <td>47%</td> </tr> </tbody> </table> <table border="1" data-bbox="721 1740 1294 1946"> <thead> <tr> <th colspan="3">EYFS PP 2021-22</th> </tr> <tr> <th></th> <th>Autumn 23</th> <th>Summer 23</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>31%</td> <td>44%</td> </tr> </tbody> </table>	Year 6 PP 2022-23 Teacher Assessment				Autumn 22	Summer 23	Reading	60%	60%	Writing	55%	50%	Maths	55%	55%	Combined	50%	50%	National Combined	-	43%	Year 2 PP 2022-23 Teacher Assessment				Autumn 23	Summer 23	Reading	41%	53%	Writing	41%	47%	Maths	41%	53%	Combined	41%	47%	EYFS PP 2021-22				Autumn 23	Summer 23	GLD	31%	44%
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Ensure vulnerable children make accelerated progress in reading delivered through all TA's trained in switch-on and using this to support children	Reading - Autumn 22 v Summer 23 Teacher Assessment						
	Year 1		Year 2		Year 3		
	Aut	Sum	Aut	Sum	Aut	Sum	
	PP	48%	55%	41%	53%	50%	58%
	Summary	PP made progress in each year group					
	Year 4		Year 5		Year 6		
	Aut	Sum	Aut	Sum	Aut	Sum	
	PP	53%	71%	53%	71%	60%	60%
Summary	PP made progress in each year group (with the exception of yr 6)						

Supporting pupil's readiness to learn <ul style="list-style-type: none"> • ELSA 	<p>1 staff member fully ELSA trained has run interventions.</p> <p>Feedback from parents, class teachers, senior leaders, safeguarding officer and pupil voice acknowledges strongly that ELSA is an extremely valuable support where it is received and that pupils receiving ELSA support have been observed to learn better when they feel happier that their emotional needs are being addressed.</p> <p>Child 1 – I know I have someone who will listen to me and who will help me when I am worried</p> <p>Child 2 – I like spending time with Miss Drain as she helps me understand my feelings</p> <p>Over the course of the Year 55 child received ELSA support, either 1-1 or in a group. Of these 55 children 36 are PP.</p> <p>The number of suspensions for those in receipt of ELSA has reduced. Academic Year 22-23 out of the 10 children who received suspensions 9 of them were also in receipt of ELSA. To date this number has reduced to 3 children.</p>
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Wider Strategies

Improved attendance and Behaviour for Learning for vulnerable pupils through support and engagement of Attendance/Behaviour support/Social Care Officer. Monitors all of these areas, working with a number of other outside agencies with the sole	<p>PP attendance was 91.52%, which is above National for PP which stands at 89.1%</p> <p>The number of children on a CP or CiN plan has increased from 11 to 18. 13 of which have now have consistent or improved attendance.</p> <p>2 children who had been previously persistent absentees have now greatly increased their school attendance.</p>
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aim of having all of the children in school ready to learn, more often.	
<p>Additional resources</p> <ul style="list-style-type: none"> • Free school uniform for all PP pupils • Funding towards cost of education visits and/or residential 	<p><u>Summer term trips</u></p> <p>The following Trips were provided:</p> <ul style="list-style-type: none"> - Bulwell Forest Garden, Imagine Avenue Role Play, clip and climb, the Nottingham city trail, Crazy Golf, University of Nottingham Trent, White Post Farm (came in), reindeers, Year 6 sleep over, campfire tea, <p>Trips supported the curriculum topics that had been carried out throughout the year in the year groups, increasing knowledge and language opportunities as well as increased awareness of the wider world.</p>
<p>Deliver a Breakfast Club, free of charge, which provides a nutritious start to the day.</p> <p>This includes structured play activities which allow positive interactions with adults and supports pupils to be 'school ready' in the morning.</p>	<p>Breakfast club numbers have increased again this year with an average 48% of school attending breakfast club daily.</p> <p>Children are more settled and focused going into class allowing children to access learning more quickly.</p>
<p>Children's play and social experiences are positive and impact positively in school. Less issues coming inside after lunchtime, children therefore work "ready" due to the deployment of additional play leaders at lunch time</p>	<p>Children are coming in from lunch ready more ready to learn.</p> <p>Number of lunch time letters and exclusions has reduced and the number of incidence staff are dealing with after play time has minimised allowing teaching to commence more promptly in the afternoon</p>
Total Cost	£213, 632

There are a range of ways we have assessed the impact of strategies undertaken in the 2022 to 2023 academic including: end of term standardised testing, teacher summative assessments, pupil voice and outcomes in books.

Rigorous monitoring of data through pupil progress meetings shows a positive impact overall in most cases on outcomes for disadvantaged pupils.

Additional staff were deployed to address identified gaps in core learning, including phonics, including the implementation of Little Wandle from the Trust; the impact of this ensured that phonics outcomes continued to remain positive despite entry points.



Springfield continued to provide in school support and care for our vulnerable pupils throughout the year, through nurture provision, specialist ELSA support, small social and nurture groups.

Attendance levels for our most vulnerable learners was closely monitored to ensure these children attended school regularly to receive 'catch-up' teaching as much as possible.

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
N/A	