



# Springfield Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	196 + 22 nursery
Proportion (%) of pupil premium eligible pupils	65.3% (128 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 through to 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Date statement approved by LGB	November 2021
Pupil premium lead	V Shelley
Governor lead	L May

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,280
Recovery premium funding allocation this academic year	£17,835
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	£195,115



## 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 2022-23 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	Parental engagement in their children's learning for many is poor
4	Limited life experiences means that some children struggle to access texts and relate to the wider curriculum
5	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
More parents actively engage in their children's learning and share the school's high aspirations for their children	PP children attaining in-line with national benchmarks. Progress is good.
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: £ 71,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils making accelerated progress in order to catch up and achieve ARE through focussed 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>Proven successful strategy over last 3 years at 3 good primaries within the trust.</p> <p>SPA used this approach last 2 years and saw positive impact on outcomes across the school.</p> <p>EEF Toolkit evidence shows that learning feedback is very high impact</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
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	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.	1, 2

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

Budgeted cost: £ 45,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA's (pm)</p> <p>3 x TA's to support the delivery of core skills teaching approach</p>	Children are organised into smaller groups meaning that teaching staff are able to deliver targeted, personalised support which build on their independent targets. School has seen a positive impact on children increasing their skills in the management of their own learning.	



	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
Ensure vulnerable children make accelerated progress in reading delivered through all TA's trained in switch-on and using this to support children	Nationally proven programme with positive impact seen on attainment at SPA and other primaries in the trust.  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4

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

Budgeted cost: £ 77,527

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 structured play activities which allow positive interactions with adults and supports pupils to be 'school ready' in the morning.</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>	1, 2, 3, 5
<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>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.</p> <p>Home visits have helped to challenge poor attendance</p>	5
<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</p>	<p>Behaviour logs show reduced incidents at lunchtime.</p> <p>Lunchtime letters and lunchtime exclusions reduced.</p>	1, 2



to the deployment of additional play leaders at lunch time		
All pupils having full access to wider curriculum and enrichment activities through subsidising of school visits and residential.	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 perspective. Trips are an effective learning tool for children to learn and remember new information and provides a bank of knowledge to prompt writing.	4
Develop vulnerable children's emotional resilience through nurture provision available to those that need it, including ELSA sessions for vulnerable pupils.	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	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, 5

**Total budgeted cost: £ 195,245**



# 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 2020 to 2021 academic year.

Aim	Outcome																																													
<b>Teaching</b>																																														
<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>End of KS data shows PP children made progress From the beginning of year. Context: During this academic year, the focus for AfL release time was on Covid-19 increased focused catch up, following the previous year of reduced face-to face teaching.</p> <table border="1" data-bbox="836 833 1417 1211" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Year 6 PP 2021-22</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Autumn 21</b></th> <th style="text-align: center;"><b>Summer 22</b></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">44%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">62%</td> </tr> <tr> <td>Combined</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">44%</td> </tr> </tbody> </table> <table border="1" data-bbox="836 1310 1417 1688" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Year 2 PP 2021-22</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Autumn 21</b></th> <th style="text-align: center;"><b>Summer 22</b></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">53%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">47%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td>Combined</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">47%</td> </tr> </tbody> </table> <table border="1" data-bbox="836 1742 1417 1951" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>EYFS PP 2021-22</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Autumn 21</b></th> <th style="text-align: center;"><b>Summer 22</b></th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">48%</td> </tr> </tbody> </table>	<b>Year 6 PP 2021-22</b>				<b>Autumn 21</b>	<b>Summer 22</b>	Reading	41%	62%	Writing	35%	44%	Maths	41%	62%	Combined	35%	44%	<b>Year 2 PP 2021-22</b>				<b>Autumn 21</b>	<b>Summer 22</b>	Reading	41%	53%	Writing	41%	47%	Maths	47%	58%	Combined	41%	47%	<b>EYFS PP 2021-22</b>				<b>Autumn 21</b>	<b>Summer 22</b>	GLD	29%	48%
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**Targeted Academic Support**

No pupils falling behind in writing in Year 3-5

- Staff trained in First Class Writing intervention
- Catch-up interventions based on end of year expectations

**Writing - Autumn 21 v Summer 22**

	Year 3		Year 4		Year 5	
	Aut	Sum	Aut	Sum	Aut	Sum
<b>PP</b>	47%	50%	31%	33%	35%	52%
<b>Summary</b>	PP made progress in each year group					

Context: This year follows the year where nationally, Writing was the subject hardest hit by the pandemic. All year groups saw bigger drops in writing than in the other subjects. The biggest fall in writing attainment nationally was for Year 3.

No pupil falling behind in maths

- Staff trained in First Class Number intervention
- Catch-up interventions based on Ready to Progress DfE criteria using NCETM resources

**Maths – Autumn 21 v Summer 22**

**End of KS1:**

Year 2		
<b>PP</b>	Aut:	Sum:
	47%	56%
<b>Summary</b>	PP children made progress. The 1 child in the class at GD was a PP child	

**Upper KS2:**

	Year 4		Year 5		Year 6	
	Aut	Sum	Aut	Sum	Aut	Sum
<b>PP</b>	60%	73%	36%	65%	41%	62%
<b>All</b>	65%	75%	65%	69%	63%	72%
<b>Summary</b>	PP made progress. Gap reduced from 5% to 2%		PP made progress. 3 out of 4 children in the class who made Greater Depth were PP		PP made progress. 2 out of 5 children in the class who made Greater Depth were PP	

**Whole School PP:**  
Aut: 42% Sum: 62%  
PP pupils who made GD rose from 3% to 6%

Supporting pupil's readiness to learn

- ELSA

1 staff member fully ELSA trained has run interventions. 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.
<b>Wider Strategies</b>	
<p>Improve attendance</p> <ul style="list-style-type: none"> <li>Attendance officer</li> </ul>	<p>All pupils attendance across the year = 94.4% which was above national of 84.4%</p> <p>PP attendance was 93.6%, almost in line with whole school of 94.4%</p>
<p>Additional resources</p> <ul style="list-style-type: none"> <li>Free school uniform for all PP pupils</li> <li>Funding towards cost of education visits and/or residentials</li> </ul>	<p><u>Summer term trips</u></p> <p>All children were able to attend the following:</p> <ul style="list-style-type: none"> <li>EYFS and Key Stage 1 went to the National Forest Adventure Farm</li> <li>Key Stage 2 went to Warwick Castle</li> </ul> <p>After Covid, these trips were extremely well received by both children and parent. The children benefitted from experiences they had not had access to previously. Both 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>
<b>Total Cost</b>	<b>£178,901</b>

There are a range of ways we have assessed the impact of strategies undertaken in the 2021 to 2022 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	