



Creativity  
Aspiration  
Pupil Voice



# **Springfield Junior School**

## **Pupil Premium 3 Year Strategy**

### **2024-2027**



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## Pupil Premium 3 Year Strategy

### 2024-2027

#### Our Challenges

As a school, Springfield Juniors serves a diverse, densely populated, urban community. At the time of writing our school population has 32% pupil premium eligible children, 35% have English as an additional language and 14% are on our Special Needs register.

Our school pupil premium eligible figure has increased from 28% to 32% since 2021. Upon analysis, 58% of our school population exhibit at least one of the markers of disadvantage (PP, EAL or SEND).

Over the past year the school has gone through some major staffing changes with over 25% of the staff changing including the headteacher, deputy headteacher and office manager.

Our pupil mobility has increased over the past two years with 51 children joining/leaving during the year 2023/2024. This amounts to 15% of the school population.

All these factors combined with the continued recovery from COVID 19, the cost of living crisis and attendance pressures clearly show the need for a focused strategy for supporting our most disadvantaged children.

#### Our Response

Our Pupil Premium Strategy is bespoke to our school, following our learning model of Child Development and Environment, Curriculum and Pedagogy with our drivers of Creativity, Pupil Voice and Aspiration at the very heart of everything.

At Springfield Junior School, our aim is to ensure that the Pupil Premium Grant is spent providing our disadvantaged pupils with the highest possible quality of education. We are fully aware of the barriers which our children, and families, face. We work in collaboration with all stakeholders to give children a voice and to fully understand their needs. Our intent is not to make assumptions, but work alongside pupils to understand their specific. We are fully aware our pupil premium strategy must meet the needs of our current pupils within our own school context and, as a result, short term monitoring and evaluation points are in place to ensure that the impact of our provision is reviewed, reflected upon and adjusted if required.

For the year September 2024 to August 2025 the school receives funding of £155,153.00 as additional support for 108 children.

This funding supports additional staffing, additional training, additional resources and additional focus for our disadvantaged children. This may be in the form of academic support, mental health support, increased accessibility and engagement or financial support.

This strategy informs our one year plan which details our objectives, the local context and educational research behind our decisions, our plans for action and costings. It also contains regular short term monitoring and impact measures, culminating in a final review of the Year 1 plan which feeds into the Year 2 plan and on into Year 3.

#### Previous Year Progress

Within the Year 2023/2024 our actions as part of our Pupil Premium Strategy resulted in positive academic progress (closing the gap) in 8 out of the 12 measures (RWM in all 4 year groups), which could be seen as a 67% success. This is the most visual success and we celebrated many other individual successes across the year as a result of our efforts.



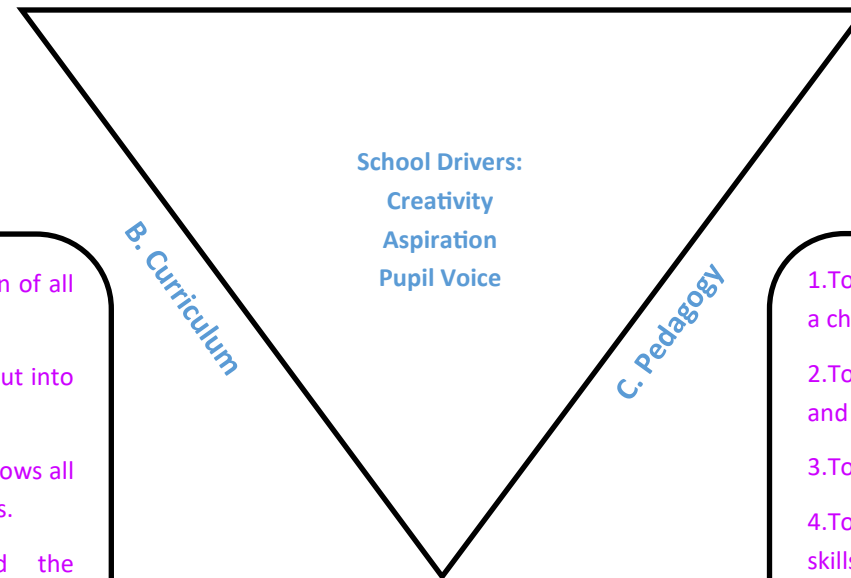
# Springfield Junior School

## Pupil Premium 3 Year Strategy

2024-2027

- 1.To support all children in developing a suitable emotional response to situations.
- 2.To ensure that play is a structured and valued part of our curriculum and child development.
- 3.To provide a varied and accessible offer of clubs (including Breakfast Club).
- 4.To provide support for children to access the world beyond school (including attendance)

### A.Child Development and Environment



- 1.To develop a curriculum which engages children of all demographic groups.
- 2.To ensure that the pupil voice is allowed an input into our curriculum development.
- 3.To provide additional curriculum input which allows all children to fill gaps and make accelerated progress.
- 4.To provide curriculum opportunities beyond the classroom to support progress in the classroom.

- 1.To provide opportunities for all children to have a challenge suited to ability.
- 2.To be creative in matching activities to the interests and abilities of all children.
- 3.To use additional staff effectively to support learning.
- 4.To ensure all staff have up to date knowledge and skills.

**We strive to support all children to reduce the impact of disadvantage on their life chances in every way.**



## Pupil Premium 3 Year Strategy Objectives 2024-2027

### A. Child Development and Environment

#### A1.To support all children in developing a suitable emotional response to situations.

What is the contextual and research evidence supporting the decision ?

Recent Pupil Voice surveys (Spring 2024) have indicated that 13% of PP children felt they are never supported with their emotions. This is compared to 12% of non PP children. Therefore there is a school issue to address as well as a closing the gap issue.

Research Support: *Thrive Intervention Grounded In Research and Theory, Dr Rosa Gibby-Leversuch, 2019*

#### A2.To ensure that play is a structured and valued part of our curriculum and child development.

What is the contextual and research evidence supporting the decision ?

The school is continuing on it's OPAL journey in developing pupil led play opportunities. This is constantly under review by staff and children.

Recent Pupil Voice surveys (Spring 2024) have indicated that only 4% of the whole school population never enjoys playtime. This can be seen as a positive response to our work with OPAL. However, there is a gap of 4% between the response of PP and non PP children which requires address.

Research Support: *The Link Between Physical Activity and Attainment, Youth Sport Trust, March 2022*

#### A3.To provide a varied and accessible offer of clubs.

What is the contextual and research evidence supporting the decision ?

Recent Pupil Voice surveys (Spring 2024) have indicated that 15% of PP children felt they never get the chance to join a club. This is compared to 14% of non PP children. Therefore there is a school issue to address as well as a closing the gap issue. Breakfast Club is a crucial strand to our clubs offer.

Research Support: *Access to Extra-Curricular Provision and the Association with Outcomes, David Robinson, February 2024*

#### A4.To provide support and opportunities for all children to access the world beyond school.

What is the contextual and research evidence supporting the decision ?

Anecdotal responses of the children suggest that they have low aspirations for their futures. Although this is a whole school issue, the PP children have a reduced positive perception of themselves which is reflected in responses to the recent Pupil Voice survey (Spring 2024) which shows that less PP children are proud of what they achieve and work hard to achieve their best. The attendance of the disadvantaged children demonstrates a less positive view of school attendance.

Research Support: *Aspiration Interventions, Education Endowment Foundation, July 2021*



## Pupil Premium 3 Year Strategy Objectives 2024-2027

### B. Curriculum

#### **B1.To develop a curriculum which engages children of all demographic groups.**

What is the contextual and research evidence supporting the decision ?

Recent Pupil Voice surveys (Spring 2024) have indicated that only 32% of PP children found their lessons interesting. This is compared to 50% of non PP children. Other factors are involved but we are obliged to develop a curriculum that closes the gap. We have 35% of our school population with English as an additional language and 33% of these children are also in receipt of Pupil Premium. Most of these children originate in different cultures which we must reflect in our curriculum.

Research Support: *Understand successful approaches to supporting disadvantaged pupils, S Mullen, 2018*

#### **B2.To ensure that the pupil voice is allowed an input into our curriculum development.**

What is the contextual and research evidence supporting the decision ?

Last year was the first year that the school completed a focussed pupil survey and we are now using the results of this to drive many aspects of school improvement. This needs to expand further to enable us to be forensic in identifying the voice of all groups including PP children.

Research Support: *Student Voice for Promoting Inclusion, K.Messiou, 2024.*     *Pupil Voice Groups: The Impact on Schools and Students, Rubenstein, 2022.*

#### **B3.To provide additional curriculum input which allows all children to fill gaps and make accelerated progress.**

What is the contextual and research evidence supporting the decision ?

Where children have been identified as being below the level of attainment expected of their age we not only focus on quality first teaching within the classroom but also a suite of specific interventions delivered by trained support staff. These have been proven as highly effective in the past. This particularly pertinent to the children joining the school with English as an additional language.

Research Support: *Disadvantaged learners in our schools are not a problem to be solved, Unity Schools Trust, 2023*     *A Systematic Review of EAL Interventions, EEF, 2015*

#### **B4.To provide curriculum opportunities beyond the classroom to support progress in the classroom.**

What is the contextual and research evidence supporting the decision ?

It has been recognised that experiences beyond the classroom result in a higher level of engagement and academic success within a subject. Recent Pupil Voice surveys (Spring 2024) have indicated that only 61% of PP children felt that trips and visits were accessible to them. This is compared to 71% of non PP children.

Research Support: *Help Disadvantaged Students Learn, Maria Burke, 2019*



## Pupil Premium 3 Year Strategy Objectives 2024-2027

### C. Pedagogy

#### **C1.To provide opportunities for all children to have a challenge suited to ability.**

What is the contextual and research evidence supporting the decision ?

As a school we are looking closely at adjusted curriculum, ensuring that learning opportunities in the classroom are accessible to all at their own ability level. This applies to all children but in particular those with disadvantage as an additional factor.

Research Support: *Fundamentals of Challenge, Implementation and Cognitive Load, Durrington Research School, 2019*

#### **C2.To be creative in matching activities to the interests and abilities of all children.**

What is the contextual and research evidence supporting the decision ?

Recent Pupil Voice surveys (Spring 2024) have indicated that only 32% of PP children found their lessons interesting. This is compared to 50% of non PP children. Other factors are involved but we are obliged to develop a curriculum that closes the gap both in attainment and engagement.

Research Support: *Choice and Challenge in Primary Schools, Sara Bragg, 2016*

#### **C3.To use additional staff effectively to support learning.**

What is the contextual and research evidence supporting the decision ?

Support staff are a vital part of our teaching offer alongside Quality First teaching, particularly for our disadvantaged children. In the recent Pupil Voice survey 61% of PP children felt that they were supported well by adults within their lessons. We need to address the 39% that don't feel supported. Past data reflects positive progress when support is in place.

Research Support: *Working Effectively with Teaching Assistants, BDSIP, 2022*

#### **C4.To ensure all staff have up to date knowledge and skills.**

What is the contextual and research evidence supporting the decision ?

As we reach the end of the CUSP cycle we need to review what went well and what needs adjusting. We also need to consider the strengths and weaknesses of staff and address this through in school CPD. This needs to include the teaching of PP/EAL/SEND children within the classroom.

Research Support: *Inclusive Education Toolkit, Open University, 2016*

*CUSP Development, Unity Schools Trust, 2022*