



Creativity
Aspiration
Pupil Voice



Springfield Junior School

Pupil Premium 1 Year Plan

2024-2025



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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 needs. 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). This is the most visual success and we celebrated many other individual successes including improved attendance and improved playground behaviour across the year as a result of our efforts.



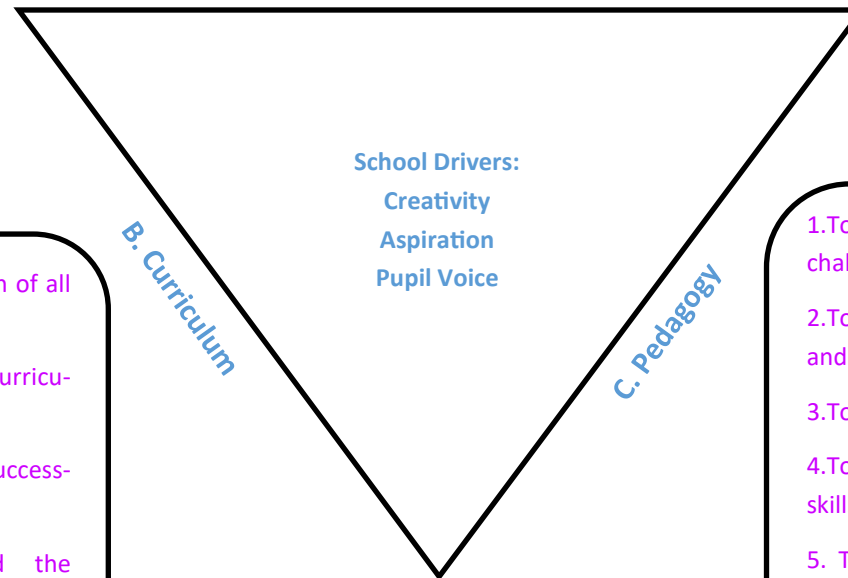
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- 1.To support all children in developing a suitable emotional response to situations.
- 2.To ensure that play is a structured and valued part of our curriculum and child development.
- 3.To provide a varied and accessible offer of clubs (including Breakfast Club).
- 4.To provide support for children to access the world beyond school including the importance of good 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 influences our curriculum development.
- 3.To focus on reading to enable all children to successfully access the curriculum.
- 4.To provide curriculum opportunities beyond the classroom to support progress in the classroom.

- 1.To provide opportunities for all children to be challenged in line with their 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 well developed knowledge and skills.
5. To provide SEND support for all staff to effectively cater for PP children who also have additional needs.

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



A. Child Development and Environment

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

What will we do?

We currently have a Thrive Lead Practitioner. We will maintain this role and expand our staff base by training all support staff in Thrive methodology. This will enable more children to have access to specialist input. We will continue to maintain our class based Thrive assessment mechanism which spotlights the children needing specific support.

What impact will we see?

Children will make progress on their Thrive profile. There will be fewer incidents recorded on CPOMs regarding behaviour linked to emotion. Pupil Voice will reflect more children supported with their emotions.

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

What will we do?

We will continue to follow OPAL principles of play. We will be open and flexible to changes in our play provision as Pupil Voice dictates. We will seek to expand our offer of activities at playtime. We will develop staff to ensure that they are ambassadors of play whilst on duty outside. We will purchase new and replacement materials. We will train staff to increase the engagement with the children.

What impact will we see?

Children will engage fully with playtime activities. There will be fewer incidents recorded on CPOMS at playtime. Pupil Voice will demonstrate positive playtimes.

A3.To provide a varied and accessible offer of clubs (including Breakfast Club).

What will we do?

We will fund all clubs through PP and other funding so that they are free to all children. We will introduce a wider range of clubs with a non sporting theme. We will ensure all clubs are advertised to all children. We will seek the views of the children through Pupil Voice and adjust in response. We will actively seek outside providers for clubs.

What impact will we see?

Children will engage with the clubs on offer. Numbers of children accessing clubs will increase. All groups will access the clubs.

A4.To provide support and opportunities for all children to access and understand the world beyond school including the importance of good attendance.

What will we do?

We will seek opportunities for the children to access aspirational visits and visitors from beyond school to give them an insight into the wider world including the need for positive attendance. The aim should be at least one visit/visitor per term/per year group. We will raise the profile of attendance within the school with focus staffing and rewards.

What impact will we see?

All children will experience trips, visits and visitors. Attendance will improve across the school and within the focus disadvantaged groups.



B. Curriculum

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

What will we do?

We will develop our CUSP curriculum to ensure coverage of all aspects of cultural diversity. We will ensure that all areas of the curriculum are accessible to all children within our school. We will actively seek to include content recognisable to children from all cultural backgrounds.

What impact will we see?

Children will express an enjoyment of the curriculum. It will engage them deeper, resulting in improved outcomes.

B2.2.To ensure that the pupil voice influences our curriculum development.

What will we do?

We will complete an annual Pupil Voice survey in the Spring Term 2025. We will seek the views of the children in class based discussions around the direction of the curriculum. We will use the School Council as a vehicle for curriculum development. We will complete book and work reviews/discussions with the children and act upon findings.

What impact will we see?

Children will engage fully with a curriculum which has stemmed from, in some part, their own views and ideas. Children will express a confidence in the knowledge that their views are important and valued.

B3.To focus on reading to enable all children to successfully access the curriculum.

What will we do?

We will use reading data to accurately assess and direct future learning. We will use the Little Wandle phonics program to support rapid catch up. We will actively support reading through parent events and the use of reading records.

What impact will we see?

Children will express a love of reading and parents will engage with the process. Reading data will demonstrate improvements across the school and within disadvantaged groups.

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

What will we do?

We will provide trips, visitors, clubs and other additional inputs which enhance the curriculum and learning. These will be measured and carefully considered to align with the work taking place within the classroom.

What impact will we see?

Children will engage in activities linked to the curriculum and, as a result, make greater academic progress.



C. Pedagogy

C1.To provide opportunities for all children to be challenged in line with their ability.

What will we do?

We will ensure that our curriculum is challenging and provides a strong foundation for future learning. We will provide staff training and regular support to ensure that challenge is in place for disadvantaged children aligned with their prior learning.

What impact will we see?

Children across the school and within disadvantaged groups will engage in a challenging curriculum which will be directly suited to their prior abilities, resulting in expected or better progress from starting points.

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

What will we do?

We will ensure that our teachers adapt a curriculum that suits the interests and abilities of the children. We will regularly assess the effectiveness of our curriculum in how successfully the children meet the intended outcomes.

What impact will we see?

Children engaging fully in the curriculum. Children making measurable progress against intended outcomes. Children express a positive view of the curriculum through Pupil Voice activities.

C3.To use additional staff effectively to support learning.

What will we do?

We will employ skilled support staff. We will provide the support staff with the required skills and knowledge to support all children effectively. We will rigorously identify those children who would benefit from structured interventions and deploy support staff strategically to deliver these successfully. We will regularly challenge the support staff through an effective performance review process. We will measure the impact of additional input by support staff when monitoring progress.

What impact will we see?

Children will make measurable progress within class based learning as well as in additional support activities. Entry and exit data for interventions demonstrate progress towards objectives.

C4.To ensure all staff have well developed knowledge and skills.

What will we do?

We will support all staff to have the required skills and knowledge to deliver an ambitious and bespoke curriculum. We will ensure that the staff are appropriately placed to make full use of their skills and knowledge and to facilitate the sharing of subject knowledge and effective pedagogical practice with each other.

What impact will we see?

Children will make measurable progress as a result of quality skilled teaching. Children will demonstrate an enjoyment and a challenge within lessons demonstrated in Pupil Voice activities.

C5. To provide SEND support for all staff to effectively cater for PP children who also have additional needs.

What will we do?

We will provide a qualified, experienced SENDCo to support staff to ensure SEND/PP/EAL children can successfully access the curriculum alongside their peers, making progress from their starting points.

What impact will we see?

Children with additional needs make measurable progress from their starting points as a result of specific focussed teaching.