

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Junior School  |
| Number of pupils in school  | 98 / 345 pupils  |
| Proportion (%) of pupil premium eligible pupils   | 28%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | September 2021-September 2024  |
| Date this statement was published   | November 2021  |
| Date on which it will be reviewed   | Midpoint reviews:<br>March 2022 / July 2022<br><i>September 2022 to review 2021-2022.<br/>Three review points per academic year.</i> |
| Statement authorised by   | Louise Everitt/Vanessa Kingsley  |
| Pupil premium lead  | Kim Cook   |
| Governor / Trustee lead   | Vanessa Kingsley   |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year (22/23)                            | £130,190        |
| Recovery premium funding allocation this academic year                                 | £13,630         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£143,820</b> |

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|--|--|
| <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> |  |
|--|--|

# Part A: Pupil premium strategy plan

## Statement of intent

At Springfield Junior School, our aim is to ensure that the Pupil Premium Grant is spent ensuring that disadvantaged pupils gain the highest quality of education. Research has identified that disadvantaged children have been worst affected by the pandemic. We are fully aware of the barriers which 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 and also drill down in school data. We are fully aware our pupil premium strategy must meet the needs of pupils within our own school context. As a result, key milestones are factored into the strategy to ensure that the impact of our provision is reviewed and reflected upon.

### **Our school context:**

Springfield Junior School has 342 pupils on roll in a three/four form entry junior school. Springfield is a large junior school located in a densely populated and urban area. The number of pupils who are classified as disadvantaged (28%) is currently above the national average (approximately 21%). 19% of pupils at Springfield Juniors have also English as an additional language.

### **Our key objectives are:**

- ✓ Ensure that social and economic deprivation does not impinge on pupils' academic and emotional progress within school.
- ✓ Understand and identify the barriers to pupils' learning.
- ✓ Foster independent learning skills and resilience required in future experiences, particularly a strong foundation within reading and the skills needed, resulting in all pupils being able to read fluently and access the curriculum.
- ✓ Ensure that the attainment gap between disadvantaged pupils and other learner groups is narrowed, moving in-line with national figures.
- ✓ Promote and foster the social and emotional wellbeing of all pupils to ensure basic needs are met and they are able to access the curriculum fully.
- ✓ Facilitate a broad and balanced curriculum which also enhances pupils' cultural capital, providing experiences which would not be possible at home.

### **How the key objectives will be achieved:**

- Utilise pupil voice activities and reflect on in-house data to ensure that barriers to learning are identified.

- Training to be provided in school by subject leaders to enhance subject specific knowledge, providing a broad and balanced curriculum.
- External providers are used appropriately to support pupils' learning.
- Experiences and trips are timetabled into the curriculum to ensure that cultural capital is enhanced.
- 1:1 tuition and small group work targets pupils' specific needs and is reviewed regularly to ensure optimum progress.
- Provide a bespoke programme of support, led by trained professionals, to promote the social and emotional wellbeing of pupils.

Links have also been made to the most recent School Development Plan (SDP) 2021-2022 and school priorities.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Significant disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge), particularly within English (Reading, Vocabulary and Writing), which has been exacerbated by Covid-19. |
| 2                | More pupils facing challenges with social, emotional and mental health, exacerbated by Covid-19, affecting self-regulation and readiness to learn.   |
| 3                | Attendance – greatly affected by Covid-19.   |
| 4                | Parent engagement levels.  |
| 5                | Deprivation in the local area hinders pupils' cultural capital   |

## 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. Reduce the significant disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge), particularly within English (Reading, Vocabulary and Writing), which has been exacerbated by Covid-19. | <ul style="list-style-type: none"> <li>-Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed.</li> <li>-100% of PP pupils make at least expected progress the academic year between midpoint reviews.</li> <li>-3-tiered approach for supporting disadvantaged pupils. Quality first teaching, targeted intervention and wider approaches such as cultural capital, pastoral support and improving attendance.</li> <li>-Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions.</li> </ul> |

|   |  |
|---|--|
| <p>2. Support pupils facing challenges with social, emotional and mental health, exacerbated by Covid-19, affecting self-regulation and readiness to learn.</p> | <ul style="list-style-type: none"> <li>-All social, emotional and mental health needs are quickly identified and met for PP children.</li> <li>-Targeted academic and pastoral interventions (such as Elsa/Thrive) are delivered, and reviewed, which support the needs of individual PP children.</li> <li>-Wider school offer to support pupils such as Duathlon Club, Musical Theatre, Girls Sports Club etc.</li> <li>-Outcomes to be shared with all stakeholders and reviewed against benchmark assessments during Autumn 2022.</li> </ul> |
| <p>3. Pupils' attendance is in line with or above the national average.</p>   | <ul style="list-style-type: none"> <li>-PP children's attendance increases against figures from 2020-2021, excluding periods of isolation.</li> <li>Attendance is currently 92.7% to date including periods of isolation.</li> <li>-Effective strategies are in place to support pupils with poor attendance and actions undertaken in-line with school policies.</li> </ul>   |
| <p>4. Increase parent engagement levels</p>   | <ul style="list-style-type: none"> <li>-Where parents are unable to support children at home academically, PP pupils are supported in school with additional 1:1/small group activities to consolidate their learning and support with homework activities.</li> <li>-Pupil, and parent voice activities demonstrate positive communication links between all parties.</li> <li>-The number of times parents are invited into school has increased exponentially.</li> </ul>   |
| <p>5. Curriculum driver of Arts and Culture coupled with trips and experiences within the curriculum, which result in enhanced cultural capital</p>             | <ul style="list-style-type: none"> <li>-Strategically planned trips and visits across the academic year, at least termly, which build on the curriculum content being taught in class, developing key life experiences that pupils wouldn't have otherwise have, developing cultural capital over time.</li> <li>-Visits also build on the social and emotional wellbeing of pupils.</li> </ul>  |

## 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: £107,941

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |                      |           |    |  |    |   |    |  |    |                            |
|---|--|-------------------------------|----------------------|-----------|----|--|----|---|----|--|----|----------------------------|
| <p><b>Employ a range of strategies to writing across all year groups and abilities, closing gaps that have occurred during Covid absences.</b></p> <ul style="list-style-type: none"><li>• Use of ‘Letter Join’ to ensure that all pupils develop their handwriting and these skills are applied to work in all areas.</li><li>• CUSP curriculum</li><li>• Increase pupils’ vocabulary knowledge including root words, suffixes and prefixes.</li><li>• Develop the writing process in particular the editing sessions so that pupils become familiar with these tasks.</li><li>• Review meetings with staff will ensure PP pupils have targeted interventions where necessary.</li></ul> | <p>“Skilful handwriting has an impact on composition.</p> <p>Teaching handwriting is closely associated with the quality, length and fluency of writing, according to two meta-analyses”</p> <p>(Ofsted English Research Review)</p> <p>“An effective curriculum is also likely to teach about the morphology of words, including the meaning of roots, prefixes and suffixes. Teaching about morphology can support children in making connections between words in terms of meaning and function.”</p> <p>(Ofsted English Research Review)</p> <p><i>Extensive practice, supported by <b>effective feedback</b>, is required to develop fluent transcription skills.</i></p> <p>(EEF, Improving Writing in KS2)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> | <p>1, 2</p> <p>SDP - 2</p>    |                      |           |    |  |    |   |    |  |    |                            |
| <p><b>Introduce a range of strategies to develop phonological knowledge, develop comprehension skills and instil a thirst for reading</b></p> <p>-Use of Little Wandle to close the gap with decoding skills.</p> <p>-Use of Herts Fluency Project</p> <p>-Use of Accelerated Reader</p>  | <p>Figure 1: AR implementation categories and SGP overall</p> <table><caption>Data for Figure 1: AR implementation categories and SGP overall</caption><thead><tr><th>AR Implementation Category</th><th>Median SGP (approx.)</th></tr></thead><tbody><tr><td>No AR use</td><td>42</td></tr><tr><td>Low AR use (Below 80% correct or less than 15 min/day)</td><td>48</td></tr><tr><td>Moderate AR use (80% or higher and 15-20 min/day)</td><td>60</td></tr><tr><td>Best Practice AR use (80% or higher and 20+ min/day)</td><td>62</td></tr></tbody></table>   | AR Implementation Category    | Median SGP (approx.) | No AR use | 42 | Low AR use (Below 80% correct or less than 15 min/day) | 48 | Moderate AR use (80% or higher and 15-20 min/day) | 60 | Best Practice AR use (80% or higher and 20+ min/day) | 62 | <p>1, 4</p> <p>SDP - 1</p> |
| AR Implementation Category  | Median SGP (approx.)   |                               |                      |           |    |  |    |   |    |  |    |                            |
| No AR use   | 42   |                               |                      |           |    |  |    |   |    |  |    |                            |
| Low AR use (Below 80% correct or less than 15 min/day)  | 48   |                               |                      |           |    |  |    |   |    |  |    |                            |
| Moderate AR use (80% or higher and 15-20 min/day)   | 60   |                               |                      |           |    |  |    |   |    |  |    |                            |
| Best Practice AR use (80% or higher and 20+ min/day)  | 62   |                               |                      |           |    |  |    |   |    |  |    |                            |

|   |  |                               |
|---|--|-------------------------------|
| <p>-Sharing of Millionaire Word Readers and celebration of other AR readers.</p> <p>-Greater opportunities to read in school (small group/whole class texts), particularly improving non-fiction texts in the school library,</p> <p>-Individualised reading targets for pupils.</p> <p>-In-school CPD supporting teachers with the teaching and monitoring of reading.</p>   | <p>(Impact Report, Renaissance Accelerated Reader - findings from an independent study by Professor Keith Topping on 'Implementation Fidelity and Pupil Achievement in Book Reading')</p> <p>The Ofsted English Review (July 2022) states that systematic synthetic phonics and direct instruction are particularly effective approaches; this is especially true for children from more deprived backgrounds and those who have reading difficulties. Children who continue to find distinguishing between phonemes challenging benefit from small group and 1:1 teaching to support their understanding of GPCs.</p> <p>The Herts Fluency project states that in 2018, SATs data was collected for 292 project pupils. 74% of these pupils achieved 98+ scaled score in the 2018 SATs reading test – all of these pupils were judged as being 'not on track' at the start of the project; 60% of these pupils achieved the Expected Standard (this equates to 175 pupils); 5% of this cohort achieved the Greater Depth Standard.</p>  |                               |
| <p><b>Refine the curriculum, planning, teaching methods and assessments so that it incorporates the science of learning.</b></p> <p>-Half termly CPD opportunities with 'Apprenticeships'.</p> <p>-Continue with the use of FFT Aspire to monitor pupil progress.</p> <p>- New curriculum – CUSP which is has science of learning at its core.</p> <p>-Each year group has an extra half day's release per week for CUSP.</p> <p>- SLT to lead regular staff meetings focussing on the science of learning (scaffolding, retrieval, cognitive load, spaced learning etc) to ensure PP pupils report increased success in accessing learning.</p> <p>-3 ECTs &amp; DH using Ambition Institute as training provider. Weekly release time together.</p> | <p>High quality staff CPD is essential to follow EEF principles.</p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</i></p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i></p> <p>(Effective Professional Development)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | <p>1, 2, 5</p> <p>SDP - 5</p> |
| <p><b>Smaller class sizes to target PP pupils' academic, social and emotional needs.</b></p> <p>Identified years of particular need: Year 5 and 6 small group (am sessions – currently 42% PP) which</p>  | <p>Historically, positive gains seen with smaller class sizes related to attainment and progress levels. Class contain 1 adult to every 6 pupils (1:6)</p> <p><i>Reducing class size has a positive impact (+2 months, on average). Studies showed the impact on reading is higher when compared to mathematics</i></p>  | <p>1, 2</p> <p>SDP 1,2,3</p>  |

|   |   |            |
|---|---|------------|
| focus on mathematics and English, including a strong focus on SEL.  | (EEF, Class Sizes)<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> |            |
| <b>Develop pupils' knowledge of key number facts.</b><br>-Use of number sense to develop fluency.<br>-Subject Leaders engaging with Angles maths hub Mastery Programme.<br>-Embed and review stages lesson structure with CPD and monitoring.<br>-Times Table Rockstars | The Maths Ofsted Research Review from May 2021 states that pupils should be proficient in core knowledge which can be recalled with speed and accuracy.   | 1<br>SDP 3 |

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

Budgeted cost: £8,093.66

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Implement Third Space Learning 1:1 tutoring, partially funded through recovery funding, to close the attainment gap against non-disadvantaged pupils.</b><br>-Benchmark assessments identify areas of development.<br>-Bespoke 1:1 support occurs with tracked data. | <p>Third Space Learning provides bespoke 1:1 support for pupils, based upon a benchmark assessment, and targets gaps in knowledge across the mathematics curriculum. Sessions are led virtually and are bespoke to the individual.</p> <p>Morning interventions supplement learning in class with pupils attending regular sessions to build upon prior knowledge.</p> <p><i>Research has shown that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</i></p> <p>(One-to-one Intervention, EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | 1, 2, 3<br><br>SDP 3          |
| <b>Structured interventions and 1:1 support to target PP</b>  | <p>The impact of remote learning and extended periods of time out of school has had an impact on pupils' writing ability, stamina and recall of grammatical features.</p> <p><i>Evidence shows that where teaching assistants are trained to deliver an intervention to a small group or individual it has a higher impact, where</i></p>  | 1, 2                          |



|  |  |       |
|--|--|-------|
| <p><b>pupils' gaps within grammar.</b></p> <ul style="list-style-type: none"> <li>-Initial benchmark of pupils' understanding of grammar with assessments and pupil voice reflecting their level of engagement.</li> <li>-Members of support staff trained to use LbQ software to provide appropriate learning materials.</li> <li>-16 pupils to undertake 30 minute interventions three times per week, based upon end of year writing assessments, with three members of support staff.</li> <li>(Partial funding from Ipswich Opportunity area and recovery premium)</li> <li>-SP tutors – 1:1 tutoring 1:3 ratio.</li> </ul> | <p><i>deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Studies show that learners made typically a little higher than +5 months progress.</i></p> <p>(Teaching Assistant led Interventions, EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><i>To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it. In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time</i></p> <p>(Using Digital Technology to Improve Learning)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</a></p> | SDP 2 |
|--|--|-------|

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

Budgeted cost: £28,000.40

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Regular and robust monitoring of PP attendance.</b></p> <ul style="list-style-type: none"> <li>-Bi-weekly meetings with SLT/Family -Support Worker to identify pupils below the expected attendance %.</li> <li>-Share attendance data and work collaboratively with all stakeholders using school protocols.</li> <li>-Promote the benefits of Breakfast Club to increase attendance and improve punctuality, targeting individual pupils.</li> <li>-Morning clubs: football, exercise handwriting and poetry.</li> </ul> | <p><i>Research from Family Action has found that breakfast consumption of children improves cognitive function, particularly memory, attention, and executive function. It has also proven to improve academic performance, including pupil attainment levels.</i></p> <p><a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a></p> | 1, 2, 3, 4                    |
| <p><b>Embed effective whole school</b></p>   | <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are</i></p>   | 1, 2, 3                       |

|  |   |                                |
|--|---|--------------------------------|
| <p><b>interventions to support the social, emotional and the mental wellbeing of pupils.</b></p> <p>Embed key SEL interventions: Thrive, Drawing and Talking, ELSA sessions</p> <p>Increase capacity of staff hosting SEL interventions through Advanced Drawing and Talking and whole school Thrive inset, supporting a wider audience and becoming part of school culture.</p> <p>Focus of transition to secondary school for Year 6 pupils</p> <p>Focus of transition from the Infants to Juniors for Year 3 pupils</p> | <p><i>likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>(Social and Emotional Literacy, EEF)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Data taken from SEL sessions from September 2020-July 2021, particularly Thrive, show positive gains across a number of strands for all pupils who attended.</p>  | <p>SDP 7</p>                   |
| <p><b>To embed a rights respecting curriculum across the school.</b></p> <ul style="list-style-type: none"> <li>-Build rights into curriculum planning.</li> <li>-Ambassadors meeting fortnightly to promote rights across the school.</li> <li>-Pupils campaigning for change.</li> </ul>   | <p>The RRSA Impact Evidence Pack presents the evidence that supports our <b>Theory of Change</b> and demonstrates impact for children and whole school communities in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Children learn about rights</li> <li>▪ Children can exercise their rights</li> <li>▪ A culture of respect across the school</li> <li>▪ Pupil engagement – a shared sense of community and belonging</li> <li>▪ A culture where children’s voices are heard and valued</li> <li>▪ Children take their right to an education seriously</li> <li>▪ Global citizenship – children believe they can change the world for the better</li> <li>▪ Children develop self-esteem and value themselves</li> <li>▪ A school environment where children feel safe and cared for</li> <li>▪ Adults also benefit from a rights respecting culture</li> </ul> | <p>2, 5</p> <p>SDP 5</p>       |
| <p><b>Enhance pupils’ cultural capital through experiences in school</b></p> <ul style="list-style-type: none"> <li>-Each year group has a different immersive project with an artist or cultural external organisation.</li> <li>-Half termly apprenticeships with external providers from different industries, broadening aspirations of children and giving them transferable life skills.</li> </ul>  | <p><i>‘Arts education is not a luxury, it’s a necessity. It’s really the air many kids breathe. It’s how we get kids excited about getting up and going to school in the morning. It’s how we get them to take ownership of their future’</i></p> <p><b>- Michelle Obama, Imagine Nation 2021</b></p> <p><i>‘Engagement in the arts is suggested by some studies as contributing to reducing the effects of disadvantage on educational attainment’.</i></p> <p><b>-Arts Council England</b></p>  | <p>1, 2, 5</p> <p>SDP 4, 7</p> |

|  |  |                                   |
|--|--|-----------------------------------|
| <p>-Arts Ambassadors annotate teachers' planning to identify/suggest links to the Arts, broadening pupils' experiences.</p> <p>-Whole school immersive arts events are planned into the calendar to provide a sense of community and give pupils further opportunities</p> <p>-Wide variety of extra-curricular clubs offered to pupils in receipt of PP</p> | <p>HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.</p> <p><a href="https://www.hse.gov.uk/services/education/school-trips.pdf">https://www.hse.gov.uk/services/education/school-trips.pdf</a></p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they would otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p>(Outdoor Learning, EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> |                                   |
| <p><b>Increase and enhance parental engagement</b></p> <p>-Invite parents for termly Tea Afternoons so pupils can share learning.</p> <p>-Invite parents for performances linked to pupils' immersive projects</p> <p>-Regular communication with parents – Arbor/social media/newsletters</p>   | <p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF, Parental Engagement)</i></p>   | <p>1, 3, 4, 5</p> <p>SDP 4, 5</p> |
| <p><b>Ensure pupils are ready to learn.</b></p> <p>-Significantly subsidised breakfast club.</p> <p>-Free bagels for all children.</p>   | <p>"Breakfast has been suggested to positively affect learning in children in terms of behaviour, cognitive, and school performance".</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</a></p>   | <p>1, 2, 3, 4</p>                 |

**Total budgeted cost: £144,035.57**

## 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.

|             | Year 6 Reading |        |        | Year 6 Writing |        |        | Year 6 Maths |        |        |
|-------------|----------------|--------|--------|----------------|--------|--------|--------------|--------|--------|
|             | Aut 21         | Spr 22 | Sum 22 | Aut 21         | Spr 22 | Sum 22 | Aut 21       | Spr 22 | Sum 22 |
| Cohort (82) | 62.2%          | 78%    | 90.2%  | 50%            | 64.6%  | 75.6%  | 67.9%        | 79.3%  | 86.6%  |
| Boys (41)   | 53.7%          | 73.2%  | 85.4%  | 36.6%          | 58.5%  | 63.4%  | 72.5%        | 75.6%  | 80.5%  |
| Girls (41)  | 70.7%          | 82.9%  | 95.1%  | 63.4%          | 70.7%  | 87.8%  | 63.4%        | 82.9%  | 92.7%  |
| PP (24)     | 45.8%          | 66.7%  | 87.5%  | 33.3%          | 45.8%  | 52.2%  | 60.9%        | 70.8%  | 73.9%  |
| EAL (21)    | 66.7%          | 76.2%  | 81%    | 61.9%          | 71.4%  | 81%    | 71.4%        | 81%    | 95.2%  |
| SEN (8)     | 12.5%          | 50%    | 62.5%  | 0%             | 12.5%  | 12.5%  | 42.9%        | 50%    | 50%    |
| GPS         | 6.1%           | 17.1%  | 35.4%  | 6.1%           | 15.9%  | 8.5%   | 14.8%        | 29.3%  | 30.5%  |

|             | Year 5 Reading |        |        | Year 5 Writing |        |        | Year 5 Maths |        |        |
|-------------|----------------|--------|--------|----------------|--------|--------|--------------|--------|--------|
|             | Aut 21         | Spr 22 | Sum 22 | Aut 21         | Spr 22 | Sum 22 | Aut 21       | Spr 22 | Sum 22 |
| Cohort (86) | 73.3%          | 75.6%  | 81.7%  | 51.2%          | 66.3%  | 68.6%  | 69.8%        | 81.4%  | 82.6%  |
| Boys (46)   | 67.4%          | 71.7%  | 78.3%  | 47.8%          | 56.5%  | 56.5%  | 78.3%        | 82.6%  | 87%    |
| Girls (40)  | 80%            | 80%    | 85.0%  | 55%            | 77.5%  | 82.5%  | 60%          | 80%    | 77.5%  |
| PP (24)     | 66.7%          | 70.8%  | 75.0%  | 37.5%          | 50%    | 58.3%  | 45.8%        | 66.7%  | 66.7%  |
| EAL (13)    | 69.2%          | 61.5%  | 69.2%  | 53.8%          | 69.2%  | 61.5%  | 84.6%        | 92.3%  | 92.3%  |
| SEN (11)    | 36.4%          | 45.5%  | 45.5%  | 18.2%          | 18.2%  | 18.2%  | 54.5%        | 45.5%  | 63.6%  |
| GPS         | 24.4%          | 22.1%  | 32.6%  | 8.1%           | 16.3%  | 14%    | 22.1%        | 26.7%  | 27.9%  |

|             | Year 4 Reading |        |        | Year 4 Writing |        |        | Year 4 Maths |        |        |
|-------------|----------------|--------|--------|----------------|--------|--------|--------------|--------|--------|
|             | Aut 21         | Spr 22 | Sum 22 | Aut 21         | Spr 22 | Sum 22 | Aut 21       | Spr 22 | Sum 22 |
| Cohort (87) | 64.4%          | 71.3%  | 81.6%  | 64.4%          | 67.8%  | 67.8%  | 63.2%        | 71.3%  | 88.5%  |
| Boys (46)   | 60.9%          | 71.7%  | 82.6%  | 58.7%          | 65.2%  | 63.0%  | 71.7%        | 80.4%  | 89.1%  |
| Girls (41)  | 68.3%          | 70.7%  | 80.5%  | 70.7%          | 70.7%  | 73.2%  | 53.7%        | 61%    | 87.8   |
| PP (25)     | 56%            | 56%    | 69.2%  | 64%            | 60%    | 57.7%  | 48%          | 52%    | 69.2%  |
| EAL (12)    | 66.7%          | 91.7%  | 91.7%  | 83.3%          | 91.7%  | 83.3%  | 66.7%        | 83.3%  | 100%   |
| SEN (13)    | 38.5%          | 38.5%  | 46.2%  | 23.1%          | 23.1%  | 23.1%  | 30.8%        | 30.8%  | 53.8%  |
| GPS         | 12.6%          | 14.9%  | 27.6%  | 11.5%          | 16.1%  | 21.8%  | 9.2%         | 12.6%  | 33.3%  |

|             | Year 3 Reading |        |        | Year 3 Writing |        |        | Year 3 Maths |        |        |
|-------------|----------------|--------|--------|----------------|--------|--------|--------------|--------|--------|
|             | Aut 21         | Spr 22 | Sum 22 | Aut 21         | Spr 22 | Sum 22 | Aut 21       | Spr 22 | Sum 22 |
| Cohort (85) | 48.8%          | 57.6%  | 74.7%  | 53.6%          | 58.8%  | 60.9%  | 66.7%        | 63.5%  | 72.4%  |
| Boys (34)   | 51.1%          | 64.7%  | 77.8%  | 54.5%          | 58.8%  | 61.1%  | 78.8%        | 76.5%  | 83.3%  |
| Girls (51)  | 47.1%          | 52.9%  | 72.8%  | 52.9%          | 58.8%  | 60.8%  | 58.8%        | 54.9%  | 64.7%  |
| PP (23)     | 34.8%          | 43.5%  | 70.8%  | 30.4%          | 39.1%  | 33.3%  | 47.8%        | 47.8%  | 58.3%  |
| EAL (20)    | 31.6%          | 30%    | 57.1%  | 42.1%          | 40%    | 47.6%  | 47.4%        | 45%    | 52.4%  |
| SEN (8)     | 12.5%          | 25%    | 37.5%  | 25%            | 25%    | 25%    | 25%          | 25%    | 25%    |
| GPS         | 15.5%          | 15.3%  | 26.4%  | 7.1%           | 7.1%   | 8.0%   | 10.7%        | 12.9%  | 17.2%  |

### 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                              |
|----------------------------|---------------------------------------|
| Learning by Questions      | Learning by Questions                 |
| Little Wandle              | Wandle and Little Sutton English Hubs |
| Thrive                     | Fronting the Challenge Ltd            |
| Emotional Literacy Support | Psychology First                      |
| Drawing and Talking        | Drawing and Talking                   |
| Jigsaw                     | Jigsaw PSHE Ltd                       |
| Third Space Learning       | Third Space Learning                  |
| Active Reader              | Active Reader                         |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

### Further information (optional)

*A pupil voice survey was completed in November 2021 to unpick the needs of PP children at Springfield Junior School. The data taken from this was then fed into the PP statement for the next three years and listed in the evidence column.*

*Midpoint reviews have been placed on the calendar. Any amendments to the strategy for 2021-2024 will be colour-coded to outline any changes which have been made.*