

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 Junior School
Number of pupils in school	109 / 339 pupils
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-September 2024
Date this statement was published	November 2023
Date on which it will be reviewed	Midpoint reviews: March 2024 / July 2024
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)	£141,135
Recovery premium funding allocation this academic year	£13,360
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	£141,135

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 339 pupils on roll in a three-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 (32%) is currently above the national average (approximately 23%). 24.5% 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) 2023-2024 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"> -Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed. -100% of PP pupils make at least expected progress the academic year between midpoint reviews. -3-tiered approach for supporting disadvantaged pupils. Quality first teaching, targeted intervention and wider approaches such as cultural capital, pastoral support and improving attendance. -Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions.

2. Support pupils facing challenges with social, emotional and mental health, exacerbated by Covid-19, affecting self-regulation and readiness to learn.	<ul style="list-style-type: none"> -All social, emotional and mental health needs are quickly identified and met for PP children. -Targeted academic and pastoral interventions (such as Elsa/Thrive/Drawing & Talking) are delivered, and reviewed, which support the needs of individual PP children. -Wider school offer to support pupils such as Football Club, Musical Theatre, Girls Sports Club etc. -Outcomes to be shared with all stakeholders and reviewed against benchmark assessments during Autumn 2023.
3. Pupils' attendance is in line with or above the national average.	<ul style="list-style-type: none"> -PP children's attendance increases against figures from 2020-2021, excluding periods of isolation. Attendance is currently 95% to date. -Effective strategies are in place to support pupils with poor attendance and actions undertaken in-line with school policies.
4. Increase parent engagement levels	<ul style="list-style-type: none"> -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. -Pupil, and parent voice activities demonstrate positive communication links between all parties. -The number of times parents are invited into school has increased exponentially.
5. Curriculum driver of Arts and Culture coupled with trips and experiences within the curriculum, which result in enhanced cultural capital	<ul style="list-style-type: none"> -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. -Visits also build on the social and emotional wellbeing of pupils.

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: £116,078.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support all pupils to make increased progress in Writing by using the CUSP materials to ensure a consistency in teaching and approach.</p> <ul style="list-style-type: none"> CUSP curriculum Letter join (Autumn Term) Increase pupils' vocabulary knowledge including root words, suffixes and prefixes. Develop the writing process in particular the editing sessions so that pupils become familiar with these tasks. Review meetings with staff will ensure PP pupils have targeted interventions where necessary. 	<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" (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 effective feedback, is required to develop fluent transcription skills.</i></p> <p>(EEF, Improving Writing in KS2)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2</p> <p>SDP - 2</p>
<p>Refine the range of strategies used to develop phonological knowledge, develop comprehension skills and a thirst for reading – in particular for lower attainers</p> <p>-Use of Little Wandle to close the gap with decoding skills.</p> <p>-Use of Little Wandle Fluency when pupils exit the phonics programme.</p> <p>-Use of Accelerated Reader</p> <p>-Sharing of Millionaire Word Readers and celebration of other AR readers.</p> <p>-Greater opportunities to read in school (small</p>	<p>Figure 1: AR implementation categories and SGP overall</p> <p>(Impact Report, Renaissance Accelerated Reader - findings from an independent study by Professor Keith Topping on</p>	<p>1, 4</p> <p>SDP - 1</p>

<p>group/whole class texts), particularly improving non-fiction texts in the school library,</p> <ul style="list-style-type: none"> -Individualised reading targets for pupils. -In-school CPD supporting teachers with the teaching and monitoring of reading. 	<p>'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>To fully embed the CUSP principles and resources across the CUSP subject areas, and review Non-CUSP subjects to incorporate the same principles, ensuring that our school drivers are at the heart of the curriculum.</p> <ul style="list-style-type: none"> -Half termly CPD opportunities with 'Apprenticeships'. -New foundation subject assessment system – Insight - to monitor pupil progress. - New curriculum – CUSP which has science of learning at its core. -Each year group has an extra half day's release per week for CUSP. - 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. -4 ECTs & DH using Ambition Institute as training provider. Weekly release time together. 	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>https://educationendowmentfoundation.org.uk/</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 5</p> <p>SDP 4</p>
<p>Smaller class sizes to target PP pupils' academic, social and emotional needs.</p> <p>Identified years of particular need: Year 6 small group (am sessions – currently 38% PP) which focus on mathematics and English, including a strong focus on SEL.</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>(EEF, Class Sizes)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 2</p>

<p>Further develop pupil's knowledge of key number facts, and embed other strategies for ensuring progress in mathematics for all pupils.</p> <ul style="list-style-type: none"> -Use of number sense to develop fluency in Years 3 & 4. -CPD for teachers for teachers to use the mental strategies across the school. -Subject Leaders engaging with Angles maths hub Mastery Programme. -Embed and review stages lesson structure with CPD and monitoring. -Times Table Rockstars 	<p>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.</p> <p>Calculating simple arithmetic facts requires working memory (i.e., the mental "space" in which thought occurs). With enough practice, however, the answers can be pulled from memory (rather than calculated) thereby incurring virtually no cost to working memory. Students who automatically retrieve answers to simple problems keep their working memory free to focus on the bigger problem Willingham, D (2019)</p>	<p>1</p> <p>SDP - 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Third Space Learning 1:1 tutoring, partially funded through recovery funding, to close the attainment gap against non-disadvantaged pupils.</p> <ul style="list-style-type: none"> -Benchmark assessments identify areas of development. -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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p> <p>SDP 2, 3</p>
<p>Structured interventions and 1:1 support to target PP pupils' gaps with speech link and language link.</p>	<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 deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</i></p>	<p>1, 2</p> <p>SDP 2</p>

<ul style="list-style-type: none">-Initial benchmark of all Y3 pupils' speech and language with assessments and pupil voice reflecting their level of engagement.-Members of support staff trained to deliver S&L intervention-17 pupils to undertake 30 minute interventions three times per week, based upon assessments	<p><i>Studies show that learners made typically a little higher than +5 months progress.</i></p> <p>(Teaching Assistant led Interventions, EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Speech Link impact:</p> <p>The project team reported a number of positive outcomes:</p> <ul style="list-style-type: none">• 100% of children who needed to be referred were picked up.• 78.4% of children with identified SLCN no longer needed support at the end of the year.• 35.4% increase in teacher confidence. <div data-bbox="446 553 963 855"><p>Percentage of children with speech difficulties seen and discussed with speech therapy before and after Speech Link</p><table border="1"><thead><tr><th>Time</th><th>Percentage</th></tr></thead><tbody><tr><td>Before</td><td>100</td></tr><tr><td>After</td><td>21.6</td></tr></tbody></table></div> <p>https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf</p>	Time	Percentage	Before	100	After	21.6
Time	Percentage						
Before	100						
After	21.6						

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

Budgeted cost: £21,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a new attendance strategy to increase overall attendance at school and reduce the number of persistent absentees.</p> <p>-Weekly release for Assistant Head to monitor attendance</p> <p>-Bi-weekly meetings with SLT/Family -Support Worker to identify pupils below the expected attendance %.</p> <p>-Share attendance data and work collaboratively with all stakeholders using school protocols.</p> <p>-Promote the benefits of Breakfast Club to increase attendance and improve punctuality, targeting individual pupils.</p> <p>-Morning clubs: football, maths, poetry.</p>	<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>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p>	<p>1, 2, 3, 4</p> <p>SDP - 7</p>

<p>Promote successful lunchtimes for all pupils, using the OPAL framework and ensuring that all stakeholders are regularly involved in this development.</p> <ul style="list-style-type: none"> -CPD for all staff on OPAL -Regular training for Play Team -Play Lead appointed to oversee lunchtimes. -Resources purchased for pupils to use/play with. -Regular meetings with Stakeholders. -Visits to other OPAL schools. 	<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). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Impact of OPAL from their website:</p> <p>Behaviour - happy children don't cause nearly as much trouble as bored children</p> <p>Accidents - OPAL schools have up to 80% less reported accidents</p> <p>Staff well-being - Supervising happier children leads to happier staff</p> <p>SLT time - senior leaders report a dramatic reduction in the time they spend on resolving play conflicts</p> <p>Teachers - consistently report more teaching time in afternoon lessons</p> <p>Self-regulation - children in OPAL schools learn to self regulate through practice, trust and freedom</p> <p>Physical activity - all children, including girls, SEN and non-sporty children are significantly more active</p> <p>Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health</p> <p>Social and emotional development - Good play in the laboratory of life where relationships are practised</p> <p>Links to formal learning - Many OPAL schools report increased creativity, imagination and collaborative skills</p> <p>Attendance - children can't wait to come to OPAL schools because they have such fun</p> <p>Parents - we all want our children to be happy. Well informed parents at OPAL schools love it that their children are happier</p> <p>Rights - Play is a child's right as recognised by the UN Convention on the Rights of the Child</p> <p>OFSTED - OPAL schools can easily provide evidence on their approach to wellbeing and inclusion</p> <p>Risk - OPAL schools report significant improvements in children's ability to identify and manage risk</p>	
<p>Embed effective whole school interventions to support the social, emotional and the mental wellbeing of pupils.</p> <p>Embed key SEL interventions: Thrive, Drawing and Talking, ELSA sessions</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 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>(Social and Emotional Literacy, EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>1, 2, 3</p> <p>SDP 9</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>Work towards and achieve accreditation for the Gold Rights Respecting Award by further integrating the rights into the curriculum and school processes, and give pupils opportunities to campaign for change.</p> <p>-Build rights into curriculum planning.</p> <p>-Ambassadors meeting regularly to promote rights across the school.</p> <p>-Pupils campaigning for change.</p> <p>-Pupils have a voice in improvements to school.</p>	<p>The RRSA Impact Evidence Pack presents the evidence that supports our Theory of Change and demonstrates impact for children and whole school communities in the following areas:</p> <ul style="list-style-type: none"> Children learn about rights Children can exercise their rights A culture of respect across the school Pupil engagement – a shared sense of community and belonging A culture where children’s voices are heard and valued Children take their right to an education seriously Global citizenship – children believe they can change the world for the better Children develop self-esteem and value themselves A school environment where children feel safe and cared for Adults also benefit from a rights respecting culture 	<p>2, 5</p> <p>SDP 8</p>
<p>Enhance pupils’ cultural capital through experiences in school</p> <p>-Each year group has a different immersive project with an artist or cultural external organisation.</p> <p>-Half termly apprenticeships with external providers from different industries, broadening aspirations of children and giving them transferable life skills.</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</p>	<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>- Michelle Obama, Imagine Nation 2021</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>-Arts Council England</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>https://www.hse.gov.uk/services/education/school-trips.pdf</p>	<p>1, 2, 5</p> <p>SDP 9</p>

<p>pupils further opportunities</p> <ul style="list-style-type: none"> -Wide variety of extra-curricular clubs offered to pupils in receipt of PP -Each PP child will be entitled to 1 free trip and 1 free club (for a term) per year. 		
<p>Increase and enhance parental engagement</p> <ul style="list-style-type: none"> -Invite parents for termly Tea Afternoons so pupils can share learning. -Invite parents for performances linked to pupils' immersive projects -Regular communication with parents – Arbor/social media/newsletters -Half termly Parent Council. -PP pupils are entitled to 1 free school jumper per year. 	<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 11</p>
<p>Ensure pupils are ready to learn.</p> <ul style="list-style-type: none"> -Significantly subsidised breakfast club. -Free bagels for all children. 	<p>"Breakfast has been suggested to positively affect learning in children in terms of behaviour, cognitive, and school performance".</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</p>	<p>1, 2, 3, 4</p> <p>SDP 9</p>

Total budgeted cost: £142,417

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.

	Year 3 Reading			Year 3 Writing			Year 3 Maths		
Year 3	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %
Cohort (84)	68.8	69.9	88.1	51.3	53	58.3	86.3	80.7	90.5
Boys (46)	61.9	62.2	82.6	52.3	51.1	56.5	90.5	86.7	91.3
Girls (38)	76.3	78.9	94.7	50	55.3	60.5	81.6	73.7	89.5
PP (23)	63.6	68.2	82.6	36.4	36.4	39.1	77.3	72.7	78.3
SEN (16)	41.7	58.3	90.2	33.3	33.3	33.3	66.7	66.7	75

	Year 4 Reading			Year 4 Writing			Year 4 Maths		
Year 4	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %
Cohort (82)	64.1	70.4	81.7	51.9	54.3	63.9	70.9	72	88
Boys (34)	75	78.8	88.2	56.3	57.6	61.8	84.4	87.9	100
Girls (48)	56.5	64.6	77.1	48.9	52.1	65.3	61.7	62.5	79.6
PP (28)	50	60	71.4	30.4	32	39.3	52.2	52	71.4
SEN (10)	28.6	25	40	28.6	25	20	28.6	25	60

	Year 5 Reading			Year 5 Writing			Year 5 Maths		
Year 5	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %
Cohort (83)	73.2	78	85.5	45.1	47	68.7	85.4	86.7	89.2
Boys (45)	77.3	79.5	86.7	40.9	44.4	66.7	90.9	93.3	95.6
Girls (38)	68.4	76.3	84.2	50	50	71.1	78.9	78.9	81.6
PP (23)	63.6	60.9	78.3	27.3	21.7	60.9	77.3	82.6	82.6
SEN (10)	50	50	60	10	20	40	70	70	70

	Year 6 Reading			Year 6 Writing			Year 6 Maths		
Year 6	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %	<u>Aut %</u>	Spring %	Sum %
Cohort (87)	63.6	71.3	72.4	60.2	65.5	78.2	75	77	79.3
Boys (47)	65.2	71.7	72.3	56.5	54.3	70.2	80.4	80.4	80.9
Girls (40)	61.9	70.7	72.5	64.3	78	87.5	69	73.2	77.5
PP (25)	52	60	60	40	52	68	56	60	56
SEN (16)	45.5	27.3	31.2	27.3	27.3	37.5	45.5	36.4	50

In June 2023, we had a Poverty Proofing audit to ascertain how challenging school is for a disadvantaged pupil.

Key findings of what is working well:

What is working well?	What are the key issues pupils face?	Key Recommendations
<ol style="list-style-type: none"> Uniform: There is a clear uniform policy, that prioritises affordability. "It don't have to [have a logo], it can just be a red one." Leadership and Governance: There was an awareness by the leadership team of issues that pupils and their families may face during the cost of living crisis, "Children are coming in hungry. We offer as much as we can." Food: Food is delivered in an inclusive way and pupils felt that it isn't obvious who is on free school meals "Not really sure – it doesn't need to be said out loud – you don't need to know, it's a personal thing." Bagels are offered free, "We can bring our own snacks but bagels are in classroom if you don't have anything", I don't like the bagels but I can't afford to bring a snack." 	<ol style="list-style-type: none"> Homework: Young people may not have straightforward access to the resources needed to complete homework at home. Celebrations: The school holds a number of fundraising activities and dress up days across the year including bakes sales and selling items on behalf of charities. Food: Older students who are entitled to Free School Meals or those on packed lunches don't feel full. 	<ol style="list-style-type: none"> Support all pupils to access the resources they need for home learning with awareness that ICT access is not always straightforward As a staff team compose a set of questions which can be used as part of whole class discussions but which do not highlight financial inequalities between children and families. Instead of asking 'What did you do during the holidays?' teachers could ask 'Who did you spend time with?' or 'What are you looking forward to most this school year?' Share with the catering team pupil feedback about portion size at lunch. Explore if pupils could be allowed second helpings of food if it is available at the end of a lunch sitting.

2

Pupils at **Springfield Junior School** spoke positively about a range of aspects of their school including free days out, **"Broomhill library – we go every week", "litter picking", "Dance East to Drum and Base", "Crucial Crew."**

Trips: Are low cost and accessible to all including Avid climbing centre, **"Think they made sure everyone could go and try it."**

Spending money: Year 4 pupils agree with the school, **"I don't think they should allow spending money because children who haven't got any money might feel jealous."** Pupils felt parents were given enough time, **"yes, enough time like 2 weeks", "You can pay £1 or £2."**

Clubs: For cultural capacity opportunity, Snape Maltings and Cornhill events were provided for Musical theatre club - **"coach was free to pupils."**

Opal: Almost every child spoke to us excitedly about Opal. It's a company that **"comes into school to make play times better", "loads of activities", "you can donate stuff like toys, Lego, scooters."**

Visitors: **"Author came to school and read stories, played a game and drawing", "we gave them ideas and they used them for a story."** Egyptian day was popular, **"Horrible Histories person did a talk about his archaeology work", "They can educate us", "they can give us experience and knowledge of zoos and animals."** Careers: It's important to have a range of visitors come in. For example, **"A scientist came in", "I like to talk to people who do the job I want to do."**

School governors at **Springfield Juniors** spoke positively about their poverty proofing interventions and welcoming environment that they see on visits, **"The school has a strong governing body where all children are encouraged to give the best that they can. The Pupil Premium strategy is strong and it helps mental health."** (Governor)

Some money is spent on school trips and visits, **"I'm proud of it. We audit on a range of activities – have they got a museum, travelled by train, sat out with a knife and fork? A child said, "I can't wait to see the waves. I haven't been on a bus before." We give cultural capital"** (Staff)

The school has a proactive governing body where leaders are looking at how the children arrive to be ready for learning and are aware of the varying access of life and wish children to be **"sustained, happy and full regardless of background."** The governors work with the school checking that OPAL system is in place, they see it action and its impact. **"We monitor how the school functions. It uses CUSP and OPAL to consider the way that education goes and how kids can mingle."** (Gov.)

Pupils get support regardless of background, **"The school doesn't have to pigeon hole pupils for help, or put them in a pupil premium box to get support."** The school is delivering education and is looking at how to improve the experience, **"how behaviour is, so children need a free breakfast so they are ready for school?"** Governors can talk about how the school is delivering breakfast in depth.

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Staff at the school are “consistently addressing issues from family in school”, “issues in the home stemming from poverty.” This includes child anxiety, parents who are struggling and “parents not realising the importance of education.” The office team support parents for “hunger and separation anxiety” and “order food parcels, arrange the family support worker for them, informal advice and refer to different agencies.” “Since Covid the support we give is massive. We feel like we’re parenting our parents like a child is not feeling very well.”

Families get support if they are struggling financially, “Children still get to eat – in crisis they are supported”, (pupil) “If no pay or no lunch you can tell them and they try to sort it out” (pupil). Staff agreed, “Those above free school meals, they are the ones who are starving. Pupil premium are particularly vulnerable to SATs but some could be from a middle income family.” (staff)

Further support comes from an expanded pastoral support team, “Thrive practitioner, non teaching SENCO, an Elsa practitioner” (staff)

They also actively encourage family involvement through “having a group of parents coming in and parents talk with the Deputy Head who then disseminate information to talk about at the gates”, “maintaining relationships with family is important.”

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
Speech Link	Speech Link Multimedia Ltd.
OPAL	OPAL

Service pupil premium funding (optional)

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

Measure	Details
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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

To add:

1 free trip per year for each PP child

1 free club per PP child

School uniform – 1 free jumper (depending on stock levels)

Eloise – ensuring PP children are engaging

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.