

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail                                                                                                          | Data                                               |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| School name                                                                                                     | Springfield Academy                                |
| Number of pupils in school                                                                                      | 217 (206 +11 nursery)                              |
| Proportion (%) of pupil premium eligible pupils                                                                 | 64.6% (131 pupils)                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Strategy Plan: 2022-2025<br>Academic Year: 2024-25 |
| Date this statement was published                                                                               | September 2024                                     |
| Date on which it will be reviewed                                                                               | September 2025                                     |
| Date statement approved by LGB                                                                                  | 2024                                               |
| Pupil premium lead                                                                                              | H Bonser                                           |
| Governor lead                                                                                                   | L May                                              |

### Funding overview

| Detail                                                                                                                                                                      | Amount      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £193,346.10 |
| National Tutoring Programme allocation this academic year                                                                                                                   | £0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £193,346.10 |

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

At Springfield, we are committed to securing high quality pedagogy across our academy, in order that our quality of teaching and learning is the best it can be for all pupils, but especially for those who may be disadvantaged.

We strive to ensure that all children, regardless of barriers related to background, ethnicity, individual needs or home language, make good progress and achieve strong levels of attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We take time to consider the wider barriers faced by vulnerable pupils, such as those who have a social worker, are young carers etc. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In 2024-25 the additional support we provide will be in response to common challenges and individual needs, ensuring that disadvantaged children are challenged in their work, interventions take place as soon as needs are identified and a consistent approach across the school from all staff that we raise our expectations of what disadvantaged children can achieve.

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

| Challenge number | Detail of challenge                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1,               | Children have poor spoken language skills which impacts on their ability to communicate and process information                                                                                        |
| 2,               | Social, emotional and mental health issues for groups of pupils across the school has been identified as a barrier to them accessing the full curriculum which has impacted on their academic progress |
| 3                | Limited life experiences means that some children struggle to access texts and relate to the wider curriculum                                                                                          |
| 4                | Attendance for some PP children is below average.                                                                                                                                                      |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome                                                                                 | Success criteria                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Higher number of Pupil Premium children will be achieving ARE by the end of the year             | The attainment gap between Pupil Premium and non-Pupil Premium will have narrowed in all year groups<br>An increased number of PP children achieving ARE at the end of the year<br>For those who are not achieving ARE, good or better progress will be made |
| Improved oracy skills lead to children's increased ability to articulate fluently and creatively | PP children attaining in-line with national benchmarks.<br>Progress is good.                                                                                                                                                                                 |
| Children are better able to manage their behaviour independently                                 | Reduced fixed term exclusions                                                                                                                                                                                                                                |
| All children have equal access to a wide range of life experiences                               | PP children attaining in-line with national benchmarks.<br>Progress is good.                                                                                                                                                                                 |
| Gaps between the attendance of PP learners and non-PP learners is reduced                        | PP children's attendance is equal to if not better than non-Pupil Premium<br>PP attendance is in line or better than National                                                                                                                                |

## 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: £ 70,856

| Activity                                                                                                                                                                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Pupils making accelerated progress in order to catch up and achieve ARE through focussed small group teaching of English and maths. This is facilitated by there being a Teaching Assistant in every class who can provide instant feedback to address misconceptions and move learning forward more quickly.</p> <p>3 x TA (am) 5 days a week</p> <p>£42,647</p> | <p>SPA are adapting their approach to teaching and learning this academic year. Teaching will be using AFL during the input to direct Teaching Assistants to targeted children/groups of children who have been identified as needing additional support during the main part of the lesson.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Feedback-EEF">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition-EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> | 1, 2, 3,                      |
| <p>Vulnerable children with complex needs make appropriate progress for their level of need through additional leadership time for SENDCo to impact on whole school provision</p> <p>1 day a week additional</p> <p>£13,046</p>                                                                                                                                      | <p>Complex nature of needs of some pupils, particularly in the Early Years means that specialist and bespoke support is needed for them. School has seen positive impact of nurture type support for these pupils in the past.</p> <p><a href="https://www.bathspa.ac.uk/One-year-on-National-SENCO-workload-report-January-2020">One year on – National SENCO workload report – January 2020 (bathspa.ac.uk)</a></p>                                                                                                                                                                                | 1, 2, 3                       |
| <p>AFL time for all Teachers</p> <p>2.5 hours per week x 8 staff (TA covering lunch duty)</p> <p>£15, 163</p>                                                                                                                                                                                                                                                        | <p>Staff to use the time to identify gaps in learning which have arose in the morning sessions and the feedback/support that individual children will need to close the gaps – these will be delivered by TA in the afternoons</p>                                                                                                                                                                                                                                                                                                                                                                   | 1, 2, 3,                      |

|  |                                                                                                                                |  |
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|  | <a href="#">Feedback   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 51,081

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Additional TA's (pm)</p> <p>TA's to deliver interventions, catch up across the school to targeted children, including;</p> <ul style="list-style-type: none"> <li>- Tailored Maths and English support for gaps that have been identified during teaching</li> <li>- LW keep up and catch up sessions</li> <li>- Pre teaching/post teaching</li> <li>- 1-1 for priority readers</li> </ul> <p>3 x TA (pm) 5 days a week</p> <p>£42,647</p> | <p>Teaching staff are able to deliver targeted, personalised support which builds on their independent targets. School has seen a positive impact on children increasing their skills through these regularly delivered interventions.</p> <p><a href="#">One to one tuition   EEF</a><br/><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Small group tuition   EEF</a><br/><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> | 1,2,3,4                       |
| <p>Targeted academic supported for Year 6 after school to support end of year attainment via booster groups delivered by a Teacher and Teaching Assistant.</p> <p>1 hour per week (18 weeks) 1 Teach and 1 TA</p> <p>£854</p>                                                                                                                                                                                                                 | <p><a href="#">Tutoring evidence</a></p> <p><a href="#">Independent review of tutoring in schools: phase 1 findings - GOV.UK</a><br/><a href="http://www.gov.uk">www.gov.uk</a></p>                                                                                                                                                                                                                                                                                                                                                           | 1,2                           |

|                                                                                                                    |                                                                                                   |   |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---|
| 1-1 SALT interventions based on support programme provided by Trust SALT<br><br>30 mins x 4 TA daily<br><br>£7,580 | <a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a> | 2 |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---|

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

Budgeted cost: £ 77,163

| Activity                                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Deliver a Breakfast Club, free of charge, which provides a nutritious start to the day.</p> <p>This includes opportunities for positive interactions with adults and supports pupils to be 'school ready' in the morning.</p> <p>£19,907 (running of club)<br/>£500 per year for equipment</p>                                                 | <p>Numbers attending Breakfast Club have increased and our Attendance figures have improved.</p> <p>We have many examples where emotional issues have been supported prior to lessons commencing.</p> <p>Reviews with staff and children indicate a greater readiness to learn and a positive start to the day.</p>                                                      | 1, 2, 3, 4                    |
| <p>Improved attendance and Behaviour for Learning for vulnerable pupils through support and engagement of Attendance/Behaviour support/Social Care Officer. Monitors all of these areas, working with a number of other outside agencies with the sole aim of having all of the children in school ready to learn, more often.</p> <p>£23,058</p> | <p>Attendance/ Lateness levels have historically been maintained and improved.</p> <p>The co-ordinated approach of first day contact, incentives and attendance links are successful. Home visits have helped to challenge poor attendance</p> <p>Increase in Social Care involvement for PP children in school</p> <p>Early support identified and contacted sooner</p> | 4                             |
| <p>Children are given a new school jumper at the start of each year and a book bag when starting school</p>                                                                                                                                                                                                                                       | <p>Behaviour logs show reduced incidents at lunchtime.</p> <p>Lunchtime letters and lunchtime exclusions reduced.</p>                                                                                                                                                                                                                                                    | 1, 2                          |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| £2,000                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                     |           |
| <p>All pupils having full access to wider curriculum and enrichment activities through subsidising of school visits and residential.</p> <p>£6,000</p>                              | <p>Trips at Springfield are accessible to all. All children are engaged in wider curriculum enrichment activities in order to extend experiences. The impact is reflected in the increased confidence and contributes to a wider world perspective. Trips are an effective learning tool for children to learn and remember new information and provides a bank of knowledge to prompt writing.</p> | 4         |
| <p>Develop vulnerable children's emotional resilience through nurture provision available to those that need it, including ELSA sessions for vulnerable pupils.</p> <p>£18, 991</p> | <p>Previous deployment of this strategy has shown that children become more emotionally resilient and literate through their engagement with this support, as it facilitates greater self awareness in pupils, helping them to reach their own solutions and coping strategies.</p>                                                                                                                 | 1, 2      |
| <p>Children and parents have a theatre experience which is accessible and affordable. It provides a shared experience linking home and school through the Arts</p> <p>£1,229</p>    | <p>This enhances the home/school relationship positively and increases life experiences. Parents feed back to the school that this helps them to see school as a safe place for them and their children, meaning school can develop stronger relationships with parents to support children's behaviours and attitudes to learning.</p>                                                             | 1, 3, 4,  |
| <p>Hot Meal and Homework club</p> <p>2 x 2 TAs and 2 mid-days</p> <p>£5,478</p>                                                                                                     | <p><a href="#">Homework   EEF</a><br/><a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>                                                                                                                                                                                                                                                             | 1,2,3,4,5 |

**Total budgeted cost: £ 199,100**

## 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 2023 to 2024 academic year.

| Aim                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                      |            |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
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| Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |            |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| <p>Pupils making accelerated progress in order to catch up and achieve ARE through focussed small group core skills maths and English delivery. This is facilitated by there being a Teaching Assistant in every class who can provide instant feedback to address misconceptions and move learning forward more quickly.</p> <p>3 x TA (am) 5 days a week</p> <p>£42,647</p> <p>Vulnerable children with complex needs make appropriate progress for their level of need through additional leadership time for SENDCo to impact on whole school provision</p> <p>1 day a week additional</p> <p>£13,046</p> | <p>End of KS data shows PP children made progress across the academic year due to small group teaching in Reading, Writing and Maths</p> <table><tr><th colspan="4">Year 6 PP 2023-24 Teacher Assessment</th></tr><tr><th></th><th>Autumn 23</th><th>Summer 24</th><th>Progress %</th></tr><tr><td>Reading</td><td>41%</td><td>59%</td><td>+18%</td></tr><tr><td>Writing</td><td>41%</td><td>59%</td><td>+18%</td></tr><tr><td>Maths</td><td>53%</td><td>59%</td><td>+6%</td></tr><tr><td>Combined</td><td>29%</td><td>41%</td><td>+12%</td></tr><tr><td>National Combined</td><td>-</td><td></td><td></td></tr></table> <table><tr><th colspan="4">Year 2 PP 2023-24 Teacher Assessment</th></tr><tr><th></th><th>Autumn 23</th><th>Summer 24</th><th>Progress %</th></tr><tr><td>Reading</td><td>36%</td><td>48%</td><td>+12%</td></tr><tr><td>Writing</td><td>41%</td><td>52%</td><td>+11%</td></tr><tr><td>Maths</td><td>41%</td><td>62%</td><td>+21%</td></tr><tr><td>Combined</td><td>39%</td><td>48%</td><td>+9%</td></tr></table> <table><tr><th colspan="4">EYFS PP 2023-24</th></tr><tr><th></th><th>Autumn 23</th><th>Summer 24</th><th>Progress %</th></tr><tr><td>GLD</td><td>38%</td><td>53%</td><td>+15%</td></tr></table> | Year 6 PP 2023-24 Teacher Assessment |            |  |  |  | Autumn 23 | Summer 24 | Progress % | Reading | 41% | 59% | +18% | Writing | 41% | 59% | +18% | Maths | 53% | 59% | +6% | Combined | 29% | 41% | +12% | National Combined | - |  |  | Year 2 PP 2023-24 Teacher Assessment |  |  |  |  | Autumn 23 | Summer 24 | Progress % | Reading | 36% | 48% | +12% | Writing | 41% | 52% | +11% | Maths | 41% | 62% | +21% | Combined | 39% | 48% | +9% | EYFS PP 2023-24 |  |  |  |  | Autumn 23 | Summer 24 | Progress % | GLD | 38% | 53% | +15% |
| Year 6 PP 2023-24 Teacher Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |            |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 24                            | Progress % |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 41%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 59%                                  | +18%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 41%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 59%                                  | +18%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 53%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 59%                                  | +6%        |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Combined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 29%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 41%                                  | +12%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| National Combined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |            |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Year 2 PP 2023-24 Teacher Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |            |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 24                            | Progress % |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 36%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 48%                                  | +12%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 41%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 52%                                  | +11%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 41%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 62%                                  | +21%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| Combined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 39%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 48%                                  | +9%        |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| EYFS PP 2023-24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |            |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 24                            | Progress % |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |
| GLD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 38%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 53%                                  | +15%       |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |     |          |     |     |      |                   |   |  |  |                                      |  |  |  |  |           |           |            |         |     |     |      |         |     |     |      |       |     |     |      |          |     |     |     |                 |  |  |  |  |           |           |            |     |     |     |      |



### Targeted Academic Support

Additional TA's (pm)

TA's to deliver interventions, catch up across the school to targeted children, including;

- First class @ number
- LW keep up and catch up sessions
- Pre teaching/post teaching
- 1-1 for priority readers

3 x TA (pm) 5 days a week

£42,647

#### Reading - Autumn 23 v Summer 24 Teacher Assessment

|         | Year 1                                                                                                                                                                       |     | Year 2 |     | Year 3 |     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|-----|--------|-----|
|         | Aut                                                                                                                                                                          | Sum | Aut    | Sum | Aut    | Sum |
| PP      | 41%                                                                                                                                                                          | 47% | 44%    | 50% | 18%    | 44% |
| Summary | PP made progress in each year group                                                                                                                                          |     |        |     |        |     |
|         | Year 4                                                                                                                                                                       |     | Year 5 |     | Year 6 |     |
|         | Aut                                                                                                                                                                          | Sum | Aut    | Sum | Aut    | Sum |
| PP      | 55%                                                                                                                                                                          | 47% | 72%    | 84% | 47%    | 59% |
| Summary | PP made progress in each year group with the exception of year 4 – additional Rapid catch up, Reading Plus and targeted doodle English sessions to be implemented in 2024-25 |     |        |     |        |     |

#### Maths - Autumn 23 v Summer 24 Teacher Assessment

|         | Year 1                                                                                                                                                                                                     |     | Year 2 |     | Year 3 |     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------|-----|--------|-----|
|         | Aut                                                                                                                                                                                                        | Sum | Aut    | Sum | Aut    | Sum |
| PP      | 47%                                                                                                                                                                                                        | 59% | 33%    | 65% | 45%    | 39% |
| Summary | PP made progress in each year group                                                                                                                                                                        |     |        |     |        |     |
|         | Year 4                                                                                                                                                                                                     |     | Year 5 |     | Year 6 |     |
|         | Aut                                                                                                                                                                                                        | Sum | Aut    | Sum | Aut    | Sum |
| PP      | 45%                                                                                                                                                                                                        | 53% | 39%    | 63% | 53%    | 59% |
| Summary | PP made progress in each year group with the exception of Year 3. Teachers to use AFL time in 2024-25 to set targeted times table Rockstars and Doodle Maths lessons to ensure additional progress is made |     |        |     |        |     |

Targeted academic supported via the National Tutoring Program, in the form of catch up and booster sessions for PP (81%) children in Year 6.

- £22,500

#### Year 6 PP 2023-24 Teacher Assessment

|          | Autumn 23 | Summer 24 |
|----------|-----------|-----------|
| Reading  | 41%       | 59%       |
| Writing  | 41%       | 59%       |
| Maths    | 53%       | 59%       |
| Combined | 29%       | 41%       |

All PP children received targeted support from the 3<sup>rd</sup> adult in English and maths daily. Additionally 71% of these children (12/17 PP) regularly attended weekly 'tea time Tuesday'

|                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                   | after school booster groups, ran by 2 Yr6 teachers and the TA for targeted academic support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Wider Strategies</b>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Deliver a Breakfast Club, free of charge, which provides a nutritious start to the day.</p> <p>This includes opportunities for positive interactions with adults and supports pupils to be 'school ready' in the morning.</p> <p>£12,340 (running of club)</p> <p><b>£500 per year for equipment</b></p>                                       | <p>Breakfast club numbers have increased again this year with an average 60% of school (R-Yr6) attending breakfast club daily.</p> <p>Breakfast club have received several training sessions on how to positively interact with the children to ensure that they have the positive start to the day that many of our children need.</p> <p>Children are more settled and focused going into class allowing children to access learning more quickly.</p>                                                                                                                                                                                                                |
| <p>Improved attendance and Behaviour for Learning for vulnerable pupils through support and engagement of Attendance/Behaviour support/Social Care Officer. Monitors all of these areas, working with a number of other outside agencies with the sole aim of having all of the children in school ready to learn, more often.</p> <p>£23,058</p> | <p>2022-23 PP attendance was 90.98%</p> <p>PP attendance has increased to 91.52%, which is an increase 0.54% and is above National for PP which stands at 89.1%</p> <p>The number of children on a CP or CiN plan has decreased from 18 to 11. School has challenged Social Care on closing cases on a significant number of cases where we have felt there is still a cause for concern. The Threshold of Needs criteria has made MARF referrals increasingly out of reach.</p> <p>Number for fixed term suspensions have reduced.</p> <p>10 children received a combined total of 35 days in 22-23</p> <p>6 children received a combined total of 24.5 days 23-24</p> |
| <p>Children are given a new school jumper at the start of each year and a book bag when starting school</p> <p><b>£2,000</b></p>                                                                                                                                                                                                                  | <p>Higher expectation on uniform, building stronger relationships with parents, children are taking more pride in school due to higher expectations on uniform</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>All pupils having full access to wider curriculum and enrichment activities through subsidising of school visits and residential.</p> <p>£6,000</p>                                                                                                                                                                                            | <p>The following Trips were provided fully funded this academic year:</p> <ul style="list-style-type: none"> <li>- University of Nottingham, Twycross Zoo, Manor Farm, Year 6 sleepover, bouldering, Inspiring Leaders, Nott Alone, crazy gold, Nottingham library, the Council House, St Mary's Church, Broadway Cinema x 2,</li> </ul>                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                          | <p>Trips supported the curriculum topics that had been carried out throughout the year in the year groups, increasing knowledge and language opportunities as well as increased awareness of the wider world.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Develop vulnerable children's emotional resilience through nurture provision available to those that need it, including ELSA sessions for vulnerable pupils.</p> <p>£18,991</p>                                                                       | <p>1 staff member fully ELSA trained has run interventions. Feedback from parents, class teachers, senior leaders, safeguarding officer and pupil voice acknowledges strongly that ELSA is an extremely valuable support where it is received and that pupils receiving ELSA support have been observed to learn better when they feel happier that their emotional needs are being addressed.</p> <p>Parents and children are now asking for ELSA sessions as they know the value this can bring to the child's emotional well-being and their engagement in school.</p> <p>Over the course of the Year 55 child received ELSA support, either 1-1 or in a group. Of these 55 children 36 are PP.</p> <p>The number of suspensions for those in receipt of ELSA has reduced. Academic Year 22-23 out of the 10 children who received suspensions 9 of them were also in receipt of ELSA. To date this number has reduced to 3 children.</p> |
| <p>Children and parents have a theatre experience which is accessible and affordable. It provides a shared experience linking home and school through the Arts</p> <p>£1,229</p>                                                                         | <p>Parents are slowly becoming more engaged in school life, having these events is a way of getting parents into school in a low-demand non-threatening way.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Additional social, emotional and nurture provision provided to specific PP children across the school day, providing play and social interaction opportunities.</p> <p>2 support staff x1.5hr per day</p> <p>£8,938</p>                               | <p>Number for fixed term suspensions have reduced.</p> <p>10 children received a combined total of 35 days and 1 permanent exclusion in 22-23</p> <p>6 children received a combined total of 24.5 days with 0 permanent exclusions in 23-24</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>A specifically tailored and resourced area to support the significant needs of pupils across EYFS and KS1 delivered on a 1-1 or 1-2 basis throughout the school day, to develop basic interactions and health and self-care needs.</p> <p>£19,736</p> | <p>Targeted at 5 children all PP and SEND.</p> <p>For 3 children attendance at school has increased significantly:</p> <p>Child A – 40% - 95%</p> <p>Child B – 50% - 73%</p> <p>Child C – 80% - 93%</p> <p>For child D their attendance remained good at 96%</p> <p>Child E, their attendance dropped due to complex medical needs and long periods of time in hospital</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                   |                 |
|-------------------|-----------------|
| <b>Total Cost</b> | <b>£213,632</b> |
|-------------------|-----------------|

There are a range of ways we have assessed the impact of strategies undertaken in the 2023 to 2024 academic including: end of term standardised testing, teacher summative assessments, pupil voice and outcomes in books.

Rigorous monitoring of data through pupil progress meetings shows a positive impact overall in most cases on outcomes for disadvantaged pupils.

Additional staff were deployed to address identified gaps in core learning, including phonics, including the implementation of Little Wandle from the Trust; the impact of this ensured that phonics outcomes continued to remain positive despite entry points.

Springfield continued to provide in school support and care for our vulnerable pupils throughout the year, through nurture provision, specialist ELSA support, small social and nurture groups.

Attendance levels for our most vulnerable learners was closely monitored to ensure these children attended school regularly to receive 'catch-up' teaching as much as possible.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
| N/A       |          |