

# Springfield Academy Pupil premium strategy statement 2025 - 2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	204 (186 + 18 nursery)
Proportion (%) of pupil premium eligible pupils	61.5% (126 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Strategy Plan: 2025-2028 Academic Year: 2025-26
Date this statement was published	December 2025 (Draft awaiting GB approval)
Date on which it will be reviewed	November 2026
Date statement approved by LGB	
Pupil premium lead	J Hill
Governor lead	L May

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190890
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£190890

### Statement of intent

At Springfield, we believe every child deserves an education that enables them to succeed and thrive. Achieving this requires skilled people, hard work, and attention to detail—a responsibility we take seriously. Our ethos is to innovate, build resilience, and strive for excellence in all we do.

We are committed to delivering high quality teaching and learning for all pupils, particularly those who are disadvantaged. Our Pupil Premium strategy focuses on ensuring every child makes strong progress and achieves well, regardless of barriers such as background, language, or individual needs.

We consider wider challenges faced by vulnerable pupils, including those with social workers or caring responsibilities, and tailor support accordingly. High quality teaching remains central to our approach, as it has the greatest impact on closing attainment gaps while benefiting all pupils.

In 2025–26, our additional support will address common and individual needs, ensuring timely interventions, high expectations, and consistent practice across the school to raise outcomes for disadvantaged pupils

### Challenges

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

Challenge number	Detail of challenge
1	A key challenge for the school is that, although the gap between Pupil Premium and non-Pupil Premium pupils in achieving age-related expectations in Reading, Writing, and Maths is narrowing, it remains a focus of improvement.
2	Many children start school below age-related expectations, especially in language and early literacy. Limited spoken language skills affect communication, information processing, and emotional expression. Pupil premium children often lack confidence in oral responses, reducing engagement and achievement.
3	Social, emotional and mental health issues for groups of pupils across the school has hindered their access to the full curriculum, it impacts on their progress and that of others.
4	Many pupils have limited life experiences, which hinders their ability to understand the world around them and restricts the development of their schemata, making it difficult to form meaningful learning links.
5	Of the pupils with below-average attendance, 75% are eligible for Pupil Premium.

### 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
<p>1. The gap in achieving age-related expectations in Reading, Writing, and Maths between Pupil Premium and non-Pupil Premium pupils will continue to narrow across all year groups.</p>	<p>End-of-year data shows the gap reduced compared to the previous year.</p> <p>More Pupil Premium pupils make expected or accelerated progress in Reading, Writing, and Maths.</p> <p>Internal tracking demonstrates consistent improvement across terms.</p> <p>Teachers demonstrate improved use of evidence-based strategies in lessons.</p> <p>Staff feedback indicates increased confidence in applying pedagogical approaches.</p>
<p>2. Pupils entering school below age-related expectations, particularly in language and early literacy, will make accelerated progress to close gaps.</p>	<p>Baseline to end-of-year assessments show accelerated progress in language and phonics.</p> <p>Increased confidence in oral responses observed through classroom monitoring.</p> <p>Increased percentage of EYFS and KS1 pupils meet or exceed national expectations in communication and phonics.</p>
<p>3. Pupils with SEMH needs will receive targeted support to enable full engagement with the curriculum and reduce disruption to learning.</p>	<p>Reduction in SEMH-related incidents recorded on behaviour logs.</p> <p>Improved pupil engagement measured through lesson observations and pupil voice.</p> <p>Progress data shows SEMH pupils making expected progress in core subjects.</p>
<p>4. Pupils will have increased opportunities for enrichment activities to develop cultural capital and strengthen schemata for learning.</p>	<p>All pupils participate in at least 1 enrichment experience annually.</p> <p>Pupil voice indicates improved confidence in applying knowledge to new contexts.</p> <p>Evidence in work shows improved ability to make connections across subjects.</p>
<p>5. Attendance rates for Pupil Premium pupils will improve and move closer to whole-school averages.</p>	<p>Attendance for Pupil Premium pupils increases compared to previous year.</p> <p>Persistent absence among Pupil Premium pupils reduces significantly.</p> <p>Attendance gap between Pupil Premium and non-Pupil Premium pupils narrows.</p>

### 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: £ 3727.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND and PP Training - Specialist training for all teaching staff on adaptive teaching strategies, scaffolding techniques, and small-step progression planning for pupils with overlapping SEND and PP needs	<p>The EEF Guide to the Pupil Premium emphasises high-quality teaching as the most important lever schools must improve outcomes for disadvantaged pupils. Training on adaptive teaching has moderate impact for low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</a></p> <p>Exploring the Evidence: 'Adaptive Teaching' and Effective Diagnostic Assessment</p>	1 2
Professional Development to Improve Transcriptional Fluency (Handwriting and Spelling) for Writing Success	<p>EEF's <i>Improving Literacy in Key Stage 1</i> and <i>Key Stage 2</i> guidance reports emphasize that fluent transcription skills (handwriting and spelling) are essential for writing development. When pupils struggle with transcription, cognitive resources are diverted from composition, limiting writing quality. The EEF recommends explicit teaching, extensive practice, and effective feedback to develop these skills. Professional development for teachers should focus on embedding these principles in classroom practice.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p><a href="#">Effective Professional Development   EEF</a></p>	1
Enhancing Pedagogical Practice through Evidence-Informed Professional Development (WALKTHRUS)	<p>EEF's Effective Professional Development guidance emphasizes that high-quality teaching is the most important lever schools have to improve pupil outcomes, particularly for disadvantaged pupils. Professional development should be well-designed, sustained, and focused on mechanisms that change classroom practice, such as revisiting prior learning, goal setting, feedback, and action planning. This aligns with the tiered approach in the EEF Guide to the Pupil Premium, where high-quality teaching is the top priority for closing the attainment gap</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1 2

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

Budgeted cost: £ 106833.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted TA-Led Interventions for Literacy and Language Development</p> <p>Tailored Reading Support:</p> <ul style="list-style-type: none"> <li>Address gaps identified during class teaching using structured phonics and comprehension strategies.</li> <li>Literacy Writing (LW) Keep-Up and Catch-Up Sessions:</li> </ul> <p>Reading Groups:</p> <ul style="list-style-type: none"> <li>Small-group guided reading to develop fluency and comprehension.</li> </ul> <p>Pre-Teaching/Post-Teaching:</p> <ul style="list-style-type: none"> <li>Prepare pupils for upcoming lessons and consolidate learning afterward.</li> </ul> <p>1:1 Priority Reader Sessions:</p> <ul style="list-style-type: none"> <li>Intensive support for pupils with the greatest need.</li> </ul> <p>Welcomm Language Assessment:</p> <ul style="list-style-type: none"> <li>Identify and address speech, language, and communication needs early.</li> </ul> <p>4 x TAs 5 x weekly pm plus 1 x TA (5 days) £956000.70 Cost of programme £571.25</p>	<p>EEF's <i>Making Best Use of Teaching Assistants</i> guidance and the <i>Teaching and Learning Toolkit</i> highlight that TAs can have a positive impact on pupil attainment when they deliver structured, evidence-based interventions, particularly in literacy and numeracy. Research shows that TA-led interventions can add up to 3–4 months of additional progress when properly implemented and linked to classroom learning. However, unstructured or ad-hoc TA support in class often has little or no impact. Key recommendations include:</p> <p>Use TAs to supplement, not replace, teacher instruction. Provide high-quality training for TAs to deliver interventions effectively. Ensure interventions are well-structured and evidence-based, and make explicit links to classroom teaching.</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> <a href="#">Phonics   EEF</a> <a href="#">Reading comprehension strategies   EEF</a> <a href="#">Oral language interventions   EEF</a> <a href="#">Deployment of Teaching Assistants   EEF</a> <a href="#">Small group tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1 2</p>
<p>Targeted Speech and Language Therapy (SALT) Interventions to Improve Oral Language and Communication Skills</p>	<p>EEF's Teaching and Learning Toolkit identifies oral language interventions as having a high impact (+6 months' additional progress) for very low cost</p>	<p>2</p>

<p>30 mins x 4 TA daily</p> <p>£10662</p>	<p>when implemented effectively. These interventions emphasize spoken language and verbal interaction, which are critical for reading comprehension, vocabulary development, and overall attainment. Key recommendations include:</p> <p>Use structured, targeted approaches matched to pupils' developmental stage.</p> <p>Provide training for adults delivering interventions to model and scaffold high-quality talk.</p> <p>Link oral language work to the curriculum for maximum impact.</p> <p><a href="#">Oral language interventions   EEF</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 80328.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a Free, Nutritious Breakfast Club to Improve Readiness to Learn</p> <p>£20352.18 (running of club)</p> <p>2 x TAs = 7960.40 (1 hour per day x 5)</p> <p>3 x Breakfast staff (Lunch Supervisors) = £9843.90</p> <p>Cost of Cereal &amp; Milk etc = £2548.28 approximately</p>	<p>EEF's evaluation of the <i>Magic Breakfast</i> programme and related evidence shows that school breakfast provision can lead to an average of +2 months' additional progress for disadvantaged pupils, particularly in primary schools. Breakfast clubs improve concentration, behaviour, and attendance, which are key factors in raising attainment. The EEF recommends that schools consider cost-effective, evidence-informed approaches like breakfast provision as part of their Pupil Premium strategy</p> <p><a href="#">Magic Breakfast - trial   EEF</a></p> <p><a href="#">School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf</a></p> <p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a></p>	<p>4 5</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>£27971.05</p>	<p>Attendance/ Lateness levels have historically been maintained and improved. The co-ordinated approach of first day contact, incentives and attendance links are successful. Home visits have helped to challenge poor attendance Increase in Social Care involvement for PP children in school Early support identified and contacted sooner</p> <p><a href="#">Supporting School Attendance - Reflection and Planning Tool   Education Endowment Foundation</a></p> <p><a href="#">How to encourage good attendance from the very start   EEF</a></p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	<p>3 4 5</p>
<p>Children are given a new school jumper at the start of each year and a book bag when starting school</p> <p>£3,029.20</p>	<p><a href="#">School uniform   EEF</a></p>	
<p>Enrichment opportunities</p> <p>£4,000</p>	<p>Research shows that cultural capital and enriched experiences support language development and provide contexts for meaningful talk and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a> <a href="https://www.gov.uk/government/news/music-pilot-launched-to-help-break-down-barriers-to-opportunity">https://www.gov.uk/government/news/music-pilot-launched-to-help-break-down-barriers-to-opportunity</a></p>	<p>1 2 3 4 5</p>
<p>Wellbeing support</p> <p>Develop vulnerable children's emotional resilience through ELSA sessions for identified vulnerable pupils.</p> <p>£24975.72</p>	<p>EEF research indicates that social and emotional learning interventions can support academic outcomes when targeted appropriately.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>3</p>

**Total budgeted cost: £ 190890.**

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome																																																																					
<b>Teaching</b>																																																																						
<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>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>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 border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="5">Year 6 PP 2024-25 Teacher Assessment</th> </tr> <tr> <th></th> <th>Autumn 24</th> <th>Summer 25</th> <th>Progress %</th> <th>Difference to National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>74%</td> <td>+6%</td> <td>+12%</td> </tr> <tr> <td>Writing</td> <td>58%</td> <td>89%</td> <td>+31%</td> <td>+31%</td> </tr> <tr> <td>Maths</td> <td>47%</td> <td>68%</td> <td>+21%</td> <td>+9%</td> </tr> <tr> <td>Combined</td> <td>42%</td> <td>63%</td> <td>+21%</td> <td>+27%</td> </tr> </tbody> </table> <p style="color: blue;">This year our PP children have out-performed PP children Nationally</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="4">Year 2 PP 2024-25 Teacher Assessment</th> </tr> <tr> <th></th> <th>Autumn 24</th> <th>Summer 25</th> <th>Progress %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>53%</td> <td>+20%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>53%</td> <td>+20%</td> </tr> <tr> <td>Maths</td> <td>47%</td> <td>67%</td> <td>+20%</td> </tr> <tr> <td>Combined</td> <td>27%</td> <td>53%</td> <td>+26%</td> </tr> </tbody> </table> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="5">EYFS PP 2024-25</th> </tr> <tr> <th></th> <th>Baseline 24</th> <th>Summer 25</th> <th>Progress %</th> <th>Difference to National</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>0%</td> <td>58%</td> <td>+58%</td> <td>+6%</td> </tr> </tbody> </table>	Year 6 PP 2024-25 Teacher Assessment						Autumn 24	Summer 25	Progress %	Difference to National	Reading	68%	74%	+6%	+12%	Writing	58%	89%	+31%	+31%	Maths	47%	68%	+21%	+9%	Combined	42%	63%	+21%	+27%	Year 2 PP 2024-25 Teacher Assessment					Autumn 24	Summer 25	Progress %	Reading	33%	53%	+20%	Writing	33%	53%	+20%	Maths	47%	67%	+20%	Combined	27%	53%	+26%	EYFS PP 2024-25						Baseline 24	Summer 25	Progress %	Difference to National	GLD	0%	58%	+58%	+6%
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<p>Additional TAs(pm)</p> <p>TAs to deliver interventions, catch up across the school to targeted children, including;</p>	<p><b>Reading</b> - Autumn 24 v Summer 25 Teacher Assessment</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> <th colspan="2">Year 3</th> </tr> <tr> <th>Aut</th> <th>Sum</th> <th>Aut</th> <th>Sum</th> <th>Aut</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table>		Year 1		Year 2		Year 3		Aut	Sum	Aut	Sum	Aut	Sum																																																								
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- Tailored Maths and English support for gaps that have been identified during teaching
- 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

<b>PP</b>	37%	53%	33%	53%	22%	52%
<b>Summary</b>	PP made progress in each year group					
	<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>	
	Aut	Sum	Aut	Sum	Aut	Sum
<b>PP</b>	23%	50%	32%	65%	68%	74%
<b>Summary</b>	PP made progress in each year group with nearly every year group making +20% in reading					

**Maths - Autumn 24 v Summer 25 Teacher Assessment**

	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>	
	Aut	Sum	Aut	Sum	Aut	Sum
<b>PP</b>	58%	74%	47%	67%	50%	81%
<b>Summary</b>	PP made progress in each year group					
	<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>	
	Aut	Sum	Aut	Sum	Aut	Sum
<b>PP</b>	38%	57%	37%	45%	47%	68%
<b>Summary</b>	PP made progress in each year group, focus for next year needs to be on Year 6 who although made progress, this was lower than the other year groups					

Targeted academic supported for Year 6 after school to support end of year attainment via booster groups delivered by a Teacher and Teaching Assistant.

1 hour per week (18 weeks) 1 Teach and 1 TA

- £854

<b>Year 6 PP 2024-25 Teacher Assessment</b>		
	<b>Autumn 24</b>	<b>Summer 25</b>
Reading	68%	74%
Writing	58%	89%
Maths	47%	68%
Combined	42%	63%

All PP children received targeted support from the 3<sup>rd</sup> adult in English and Maths daily. Additionally, 11 children attended before/after school/holiday booster groups, ran

	by a Yr6 teachers and the TA for targeted academic support, 8/11 of these were PP (73%)
1-1 SALT interventions based on support programme provided by Trust SALT  30 mins x 4 TA daily  £7,580	4 PP Beehive children assessed and individual program in place  <b>Impact includes:</b> Targets written for TA to deliver SALT programme. Language now is in line with learning due to TA SALT input Formal assessment completed and discharged after TA SALT input
<b>Wider Strategies</b>	
Deliver a Breakfast Club, free of charge, which provides a nutritious start to the day.  This includes opportunities for positive interactions with adults and supports pupils to be 'school ready' in the morning.  £19,907 (running of club)  £500 per year for equipment	Breakfast club numbers have increased again this year with an average 62% of school (R-Yr6) attending breakfast club daily.  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.  Children are more settled and focused going into class allowing children to access learning more quickly.
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.  £23,058	2023-24 PP attendance was 91.52% PP attendance has increased to 93.1%, which is an increase 1.5%  The number of children on a CP or CiN plan has decreased from 11 to 8 due to children leaving school and social care closing cases. School have challenged a 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.  Number of children receiving a fixed term suspensions have reduced from 6 to 5 over the academic year with 1 of these children leaving and going to special school in January and another leaving school in the Spring. 6 children received a combined total of 24.5 days 23-24 down to 5 children received a combined total of 22 days, taking out the children who have left the total number of days is 3.5 days
Children are given a new school jumper at the start of each year and a book bag when starting school  £2,000	Higher expectation on uniform, building stronger relationships with parents, children are taking more pride in school due to higher expectations on uniform
All pupils having full access to wider curriculum and enrichment activities through subsidising of school visits and residential.	The following Trips were provided fully funded this academic year: - DCA taster session, Bulwell Forest Garden Forest school, Dodgeball tournament, pantomime, multi-sport tournament,

<p>£6,000</p>	<p>Waterstone visit, Barclay Cards life skills sessions, termly Fun afternoons, bouncy castle and ice cream van.</p> <p>The year 5/6 residential to Walesby was heavily subsidised by school to make it accessible to all children</p> <p>Trips, visits and visitors 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.</p> <p>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 25 child received 1-1 ELSA support. Of these 25 children 21 are PP.</p> <p>The number of suspensions for those in receipt of ELSA has reduced.</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 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>Parent's attendance at events for school have increased – Foundation stay and plays and reading sessions have 90%+ turn out.</p> <p>Parental views of the school have increased, with 96% saying they would recommend the school to others), with one parent quoting:</p> <p>'Friendly staff and lovely activities that involve parents too'</p> <p>'I like how the children are at the centre of all you do. I also like how avenues are created for parents to be involved in school activities'</p> <p>(Spring 2025 Parental Survey Results)</p>
<p>Hot Meal and Homework club</p> <p>2 x 2 TAs and 2 mid-days</p> <p>£5,478</p>	<p>Feedback from parents regarding Hot Meal and Homework Club have been positive</p> <p>'The new after school clubs and free food is amazing'</p> <p>Children have had the opportunity to experience a wider variety of foods from other cultures, it has promoted conversation.</p>

	Children have accessed Reading Plus, Times table Rockstars, numbots, spelling shed and have completed 1-1 reading with staff which has had a positive impact on PP data as seen above.
<b>Total Cost</b>	<b>£191,100</b>

There are a range of ways we have assessed the impact of strategies undertaken in the 2024 to 2025 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	