

Pupil premium strategy statement

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

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Springwell Village Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	13%
Proportion (%) of pupil premium pupils also on SEND register	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Bryony Parrish
Pupil premium lead	Julie Gettings
Governor / Trustee lead	Rev Julie Wing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,560

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using our pupil premium funding, we have considered the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for our disadvantaged children include unsupported learning at home, poor language and communication skills, lack of confidence and low self-esteem and attendance and punctuality issues. There may also be complex family situations which prevent children from reaching their potential. The challenges are varied and there is no 'one size fits all'.

Our objectives are:

- ✓ to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ to identify and address gaps in learning
- ✓ for all disadvantaged pupils to make or exceed expected progress
- ✓ to support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this by:

- ✓ ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- ✓ when making provision for disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged
- ✓ recognising that not all pupils who are disadvantaged are registered or qualify for free school meals. As a result, pupil premium funding may be used to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

We will achieve these objectives by:

- ✓ ensuring all teaching is good or better
- ✓ providing increased TA support in all year groups to overcome gaps in learning
- ✓ accelerating progress, moving children to at least age-related expectations
- ✓ targeting able pupil premium children to achieve their full potential
- ✓ supporting payment for extra-curricular activities, educational and residential visits.
- ✓ ensuring children have first-hand experiences to support their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have poor communication and oral language skills.
2	Some disadvantaged pupils are not making the same progress in phonics as their peers. As a result, disadvantaged pupils are not developing sufficient fluency in reading or confidence in writing by the end of Key Stage 1.
3	Some disadvantaged pupils in Key Stage 2 are not making the same progress in reading and writing as their peers. Many do not develop a love of reading and do not read widely enough. Their comprehension and understanding of vocabulary is not yet developed meaning many disadvantaged pupils do not meet age-related expectations in reading or writing.
4	Some disadvantaged pupils are not making the same progress in maths as their peers.
5	Parental engagement with school is limited. Some disadvantaged pupils do not engage in extra-curricular activities or learning experiences outside of school, including reading and homework.
6	Attendance for disadvantaged pupils is lower than other pupils in school.
7	Behaviour and wellbeing of some disadvantaged pupils is a concern.

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
Disadvantaged pupils in EYFS and KS1 are able to listen attentively and give attention to what others say. They are able to use recently introduced vocabulary, offer explanations and express their ideas and feelings in full sentences.	Disadvantaged pupils make good or better progress in communication and language. They attain or exceed the expected level of communication and language in the EYFS profile at the end of reception.
Disadvantaged pupils develop fluency in reading in Key Stage 1. They can read most words accurately without overt sounding and blending, and sufficient fluency to allow them to focus on their understanding rather than on decoding individual words. Disadvantaged pupils can read fluently at the end of Key Stage 1.	Disadvantaged pupils make good or better progress in phonics and reading. They attain or exceed the expected level of reading at the end of Key Stage 1.
Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They	Disadvantaged pupils make good or better progress in reading and writing. They attain or

read fluently and widely. They can understand high order vocabulary and apply their reading skills to compare, analyse and comprehend texts. Their love of reading will impact positively on their writing development.	exceed the expected level in reading and writing at the end of Key Stage 2.
Disadvantaged pupils make good or better progress in mathematics. They develop fluency in number and recall of number facts and then apply their mathematical knowledge to problem solving.	Disadvantaged pupils make good or better progress in maths. They attain or exceed the expected level of maths at the end of Key Stages 1 and 2.
Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely. Homework is completed regularly.	All families of disadvantaged pupils engage with school through parent meetings, supporting homework, supporting engagement in pupil activities and experiences. Engagement is high for all families.
All disadvantaged pupils attend school regularly. They access extra-curricular activities including all learning opportunities and experiences such as residential activities. Participation and interest is high.	All disadvantaged pupils attend school regularly. Disadvantaged pupils access extra-curricular activities including all learning opportunities and experiences such as residential activities. Attendance is in line with other children nationally.
All disadvantaged pupils behave well and demonstrate positive wellbeing.	Identified social, emotional and behavioural needs will be addressed through nurture sessions.

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: £15,000

Activity	Review (July 2025)
Prioritise effective adult-child interactions in EYFS/KS1 and provide training where necessary.	We are now ELKLAN accredited and officially a 'Communication Friendly Setting'. The accreditation means that our staff are committed to ensuring the highest possible outcomes for all children in the early years, in their communication and language development, as well as being trained in supporting children with additional speech and communication difficulties.

	The EYFS curriculum is now complete. It has been implemented in reception during this school year; it will be rolled out in nursery from September 2025. Opportunities for communication and language development are prioritised in EYFS through a number of approaches that encourage children to talk: - Plan, do, review - Drawing club - Sharing of news and photographs - Helicopter stories (to be implemented next school year) 74% of our reception cohort reached the early learning goal for Communication, Language and Literacy. 87% achieved the speaking element of the early learning goal.
Continue to implement 'Little Wandle' validated phonics scheme across the school with a daily focus in reception and year 1. All staff to attend whole school updated 'Little Wandle' accredited training. Fluency in reading developed through effective delivery of reading sessions in reception and year 1 and whole class quality first teaching. In year 2, Little Wandle spelling programme will be delivered alongside effective guided reading sessions.	Little Wandle is fully implemented across EYFS and KS1. Our phonics lead has ensured that staff are kept up to date with developments of the programme. Reading groups three times a week have continued to develop the fluency of our younger children. Little Wandle has also introduced fluency books aimed at children in year 2 upwards to build fluency and confident readers. These are now embedded in year 2 and have been implemented in year 3 this school year. They have also been used in other year groups to provide targeted support for individual children where appropriate. 75% of PP children have achieved the phonic standard. 62% of PP children are working at age-related expectations for reading and writing, 8% of these at greater depth.
Develop the English curriculum to ensure that children access high quality texts. Improve their love of reading through enhancing the reading curriculum, developing reading areas and ensuring there is a wide range of high-quality texts for pupils to access freely.	The English curriculum supporting materials are now complete and were introduced to staff in January 2025. The documents outline suggested age-appropriate high-quality texts for each year group. Our reading cabin has been open since February 2025 and, thanks to funding from a number of local businesses, it is filled with high-quality texts for children of all ages. All year

	groups pay a weekly visit to the cabin and enjoy choosing books to take home as well as spending time reading in a lovely environment.
Ensure daily maths lessons develop children's fluency, problem solving and reasoning through quality first teaching. Provide opportunities for children to practise their fluency until it becomes embedded. Revisit prior learning through flashback 4 and daily 5 homework. Embed TT Rockstars and Mathsframe into the curriculum to practice fluency skills.	Daily maths lessons develop children's fluency before applying it to reasoning and problem solving. Flashback 4 is embedded across the school in maths lessons as is daily 5 in KS2. This is impacting positively on children's mental recall and arithmetic skills. TT Rockstars and Mathsframe are having a positive impact particularly in lower KS2 and the MTC. 69% of PP children are working at age-related expectations for maths, 15% of these at greater depth. 53% of eligible PP children have achieved full marks in the year 4 Multiplication Tables Check. 85% have achieved 20+ marks (out of 25).

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

Budgeted cost: £12,000

Activity	Review (July 2025)
Consider structured one-to-one or small group intervention linked to classroom teaching where necessary.	All teachers are aware of PP children in their classes and have identified their barriers to learning where appropriate. Teachers plan their learning according to their needs, including small group and one-to-one intervention where necessary.
Implement Little Wandle 'keep-up' and 'catch-up' interventions.	Keep-up and catch-up sessions are implemented in reception and year 1. Rapid catch-up sessions in KS2 have been implemented where staffing allows. Five children in KS2, who have not achieved the phonic standard, have been targeted.

Pupil premium profiles to include personal targets for each individual child to identify and address their needs and to accelerate learning.	Pupil premium profiles are to be updated in preparation for the new school year.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,500

Activity	Review (July 2025)
Continue to build relationships with vulnerable families to support improved attendance. Rigorous monitoring system in place including first day response. Raise the profile of good attendance through weekly, termly and yearly initiatives (race to 5 stars, 100% attendance certificates).	Pupil premium attendance in 2024-2025 was 92% compared to non-pupil premium attendance at 95%. Last year PP attendance was 92.9%. There are six PP children who are persistent absentees (86.5%, 78.2%, 75.3%, 80.6%, 85.8%, 84.4%). Attendance of these children is being monitored. We have implemented a weekly attendance incentive in assembly. This has continued to raise the profile of good attendance in school.
Subsidise trips, residentials and music lessons Provide financial support on an individual basis to ensure all disadvantaged pupils has access to all opportunities including residential activities and uniform. Ensure all pupil premium pupils take part in the wide range of learning opportunities outside the classroom which are available.	All PP children are offered subsidised trips, residentials and music lessons. This school year we have supported ten PP families financially with KS2 residentials. We have had two PP children taking part in subsidised music lessons this school year and four children taking part in after school clubs. All PP children were given a £5 book voucher to spend at the book fair in February.
Provide nurture / wellbeing sessions to support behaviour and wellbeing.	Mrs Langley has continued her wellbeing sessions this school year with identified children. Three of our PP children were involved in these sessions.
Support the emotional, behavioural and mental	We work closely with parents and carers of our post looked after children. One of our PLAC currently benefits from timetabled

health needs of post looked after children.	sessions in the sensory room. An additional two of our PLAC have been involved in wellbeing sessions with Mrs Langley.
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Total budgeted cost: £32,500