

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2025 to 2026 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	198
Proportion (%) of pupil premium eligible pupils	14%
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 2025
Date on which it will be reviewed	September 2026
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	£45,680
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	£45,680

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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS staff to complete Helicopter Story training. Implement, monitor and evaluate the Helicopter Story scheme. Implement EYFS frame-	The EEF report quality training in C&L has demonstrated its potential to support young pupils in need of support with spoken language.	1

work with particular attention to communication and language development in the curriculum. Prioritise effective adult-child interactions in EYFS/KS1 and provide training where necessary.		
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.	There is extensive evidence to support the use of a systematic phonics programme with children in Key Stage 1. (EEF Teaching and Learning Toolkit: Phonics) Research shows that teaching children how to read using synthetic phonics results in significant long-term benefits for disadvantaged pupils from poorer backgrounds and those who do not have English as their first language. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	2
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 Centre for Literacy in Primary Education (CLPE) evidence the importance of using high quality texts to support children in learning to read. They provide suggested high quality texts and evidence their success in teaching and learning.	3
Ensure daily maths	The EEF state: 'High quality teaching is	4

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.	pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.' We aim to improve teaching in the fluency of number to raise attainment in maths.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consider structured one-to-one or small group intervention linked to classroom teaching where necessary.	There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost effective way to support pupils who are falling behind in their learning. The Sutton Trust – EEF Teaching and Learning Toolkit suggests it can boost progress by up to +5 months.	1/2/3/4

Implement Little Wandle 'keep up' and 'catch up' interventions.	Research shows that teaching children how to read using synthetic phonics results in significant long-term benefits for disadvantaged pupils from poorer backgrounds and those who do not have English as their first language. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	2
Pupil premium profiles to include personal targets for each individual child to identify and address their needs and to accelerate learning.	We have a relatively small number of pupil premium pupils who do not have shared areas of need. Pupil premium pupils therefore need bespoke personalised learning plans to meet their range of needs.	1-7

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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).	EEF reports children can make on average +4 months additional progress with continued parental engagement and support. NFER briefing identifies improved attendance as important in improving attainment. Children are more engaged and attendance improves.	6

Subsidise trips, residential 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.	The EEF, believe enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	5
Provide nurture / wellbeing sessions to support behaviour and wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	7
Support the emotional, behavioural and mental health needs of post looked after children.	Looked after children and young people have particular physical, emotional and behavioural needs related to their earlier experiences before they were looked after. The rates of emotional, behavioural and mental health difficulties are 4 to 5 times higher amongst looked after children and young people than the wider population.	7

Total budgeted cost: £45,500