# Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 225 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2025-2028 |
| Date this statement was published | 19th December 2025 |
| Date on which it will be reviewed | 1st December 2026 |
| Statement authorised by | Karen Cayford |
| Pupil premium lead | Hannah Clarke |
| Governor / Trustee lead | Sarah Merrigan |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £94,813 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0.00 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £94,813 |

# Part A: Pupil premium strategy plan

## Statement of intent

**Building Strong Foundations: Our Commitment to Every Child**

At the heart of our strategy is a fundamental belief that every child has the right to reach their incredible potential. We see our pupils as capable, bright, and full of possibility and it is our duty to ensure that no child's future is limited by the challenges they face outside the classroom.

We are not just investing money in teaching and learning; we are investing in the character and potential of every child in our school. We use our pupil premium funding to remove barriers, nurture strong values, and develop the essential skills every child needs to and Springmead and beyond.

This strategy focuses on key areas that directly develop our children's values in life – care, respect and self-control – their foundational skills for learning.

Within this strategy, we are focusing on three pillars of transformation:

**Individual Growth**

Encouraging a culture of 'no limits' learning where children are independent, aspirational and strive for excellence in order to grow and flourish.

Identifying obstacles (financial, emotional, or social) that prevent children from feeling safe, valued, and ready to learn.

**Respect**

Nurturing a supportive and caring environment where diversity is celebrated and everyone is valued and treated with respect.

Creating a warm, inclusive community where every child understands, respects, and values the differences in others.

**Learning**

Delivering high quality learning experiences that are purposeful, challenging and fun and that encourage all children to reach their full potential.

Creating a rich, language-filled environment to build the confidence needed to succeed.

Providing the stability and consistency needed so children can consistently develop their skills and build their ambition year after year.

This is more than just a strategy. It is our active commitment to fostering strong character and high potential in every child. We will champion equity, celebrate excellence, and never stop striving until every learner, supported by our core values, is given the chance to succeed.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|

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|---|---|
| 1. | **Limited opportunities for and exposure to quality extended talk**<br>We believe that oracy skills act as a powerful engine for social mobility by providing pupils with wider life chances, particularly those who are vulnerable to educational under-performance. We know that talk is the foundation of thought and writing and we know that many of our pupils have limited access to a language-rich environment. They also often lack the chance to speak at length, rehearse ideas and develop their thinking. |
| 2. | **Early Years Entry Points**<br>Observations and assessments indicate that a high proportion of pupils enter our Reception class with developmental gaps.<br>These include:<br>● limited vocabulary and oracy skills<br>● lack of experience of fine motor control which affects early mark making and motivation to write<br>● underdeveloped self-regulation and emotional control, which is shown through the early assessment of the Personal, Social and Emotional Development strand of the EYFS curriculum, which impacts their access to learning |
| 3. | **Impaired or delayed executive functioning skills and independence**<br>Observations and assessment indicate that the executive functioning skills of many pupils are a barrier to progress and access to the curriculum. This impacts their ability to access learning in the classroom and via wider experiences. Due to the delayed executive functioning skills, pupils are not always able to plan and organise their learning which impairs their independence. |
| 4. | **Pupils' life experiences leading to increased anxiety and hypervigilance in the classroom**<br>Through our safeguarding responsibilities, we know that a high proportion of our pupils' lives are impacted by adverse experiences. As a result of these, pupils find it challenging to fully attend to their learning for a number of reasons so are not reaching their full potential. |
| 5. | **Reduced circle of participation and limited wider participation opportunities**<br>Some children have fewer opportunities to engage with a wide range of social, cultural experiences which negatively impacts their access to the curriculum and stifles their achievement. This includes opportunities to develop life skills, such as swimming, and cultural experiences. |

## 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 |
|---|---|
| Improved oral language skills and vocabulary | ● Increased engagement and contribution in lessons from pupils who are vulnerable to educational underperformance.<br>● Talk for Writing will develop confident, independent writers by internalising language through structured talk. The quality of |

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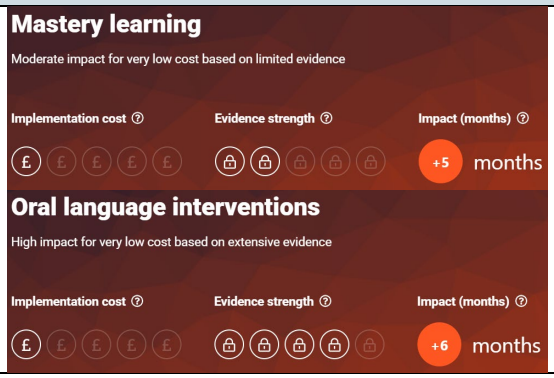
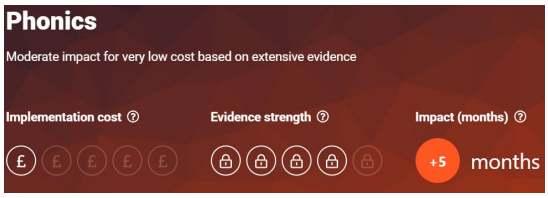
| | writing will consistently show improved vocabulary, enhanced creativity and higher achievement in writing across subjects.<br>● Our WellComm assessments will show progress in oral language skills.<br>● Increased proportions of children working at the expected standard in reading, writing and maths |
| Accelerated progress in Early Years Foundation Stage | ● WellComm and other oracy assessments show progress in expressive and receptive language skills.<br>● Observations and assessments show improved fine motor control and increased engagement in writing opportunities.<br>● Observations show that pupils can consistently engage in adult-directed and child-led learning.<br>● Assessments throughout the year show an increased proportion of children working at the expected standard across all areas of the curriculum.<br>● Summative assessment at the end of the year shows an increased proportion of children reaching a Good Level of Development. |
| Improved executive functioning skills and independence | ● Increased understanding of Executive Functioning skills for staff and pupils and this is lived within our curriculum and teaching.<br>● Lessons show effective modelling of teachers' thinking and they make reference to executive functioning skills.<br>● Pupil voice shows an increased understanding of executive functioning and how this is related to their learning.<br>● Pupils are consistently able to plan and organise their learning so that they take full advantage of learning time.<br>● Increased proportions of children working at the expected standard in reading, writing and maths. |
| Pupils are listened to and feel safe to fully engage in their learning. | ● Pupils have supportive, caring relationships with adults in school who champion and celebrate them.<br>● Pupils feel heard, understood and listened to.<br>● Pupils feel like they belong.<br>● Pupils who are vulnerable to educational underperformance thrive through increased engagement and contribution in lessons. |
| Expanding life experiences | ● Increased access for pupils to enrichment activities including: school trips/workshops, swimming, clubs etc.<br>● Increased representation of pupil who are vulnerable to education underperformance in wider community events and activities. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,084

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Develop a new pedagogy for writing across the school: Training and resources for Talk for Writing programme<br>*£5,950* |  | 1, 2 |
| ELS subscription<br>*£1,100* |  | 1, 2 |
| Educational Psychologist led CPD to further develop the pedagogy for executive functioning across the school<br>*£1,500* | | 3, 4 |
| Additional adult in EYFS<br>*£28,500* | Supports EEF reviews on play-based learning (high impact for very low cost) and self-regulation strategies (high impact for very low cost)<br> | 1, 2, 3, 4 |

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|---|---|---|
| Additional intervention support for phonics in Year 1<br>*£3,500* | **Individualised instruction**<br>Moderate impact for very low cost based on limited evidence<br>Implementation cost £ Evidence strength Impact (months) +4 months<br>**Phonics**<br>Moderate impact for very low cost based on extensive evidence<br>Implementation cost £ Evidence strength Impact (months) +5 months | 1, 2 |
| Swimming lessons<br>*£3,534* | Enables disadvantaged pupils to access swimming lessons as part of the curriculum.<br>**Physical activity**<br>Low impact for very low cost based on extensive evidence<br>Implementation cost £ Evidence strength Impact (months) +2 months | 5 |
| Training and implementation White Rose Infinity+ and how to use the online tracking tool to inform planning.<br>*£1,000* | The EEF states:<br><br>Assessment should be used to not just track pupils' learning but to provide teachers with information about what pupils do and do not know.<br>**Individualised instruction**<br>Moderate impact for very low cost based on limited evidence<br>Implementation cost £ Evidence strength Impact (months) +4 months | 3 |

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

Budgeted cost: £16,585

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Specialist TA for speech and language; external speech and language support<br>*£6,000* | **Oral language interventions**<br>High impact for very low cost based on extensive evidence<br>Implementation cost £ Evidence strength Impact (months) +6 months<br>**Communication and language approaches**<br>High impact for very low cost based on moderate evidence<br>Implementation cost £ Evidence strength Impact (months) +7 months | 1, 2, 3 |

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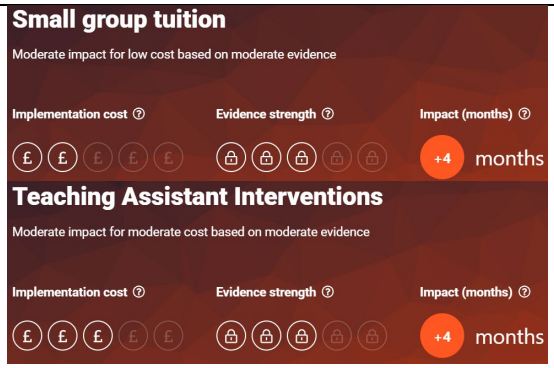
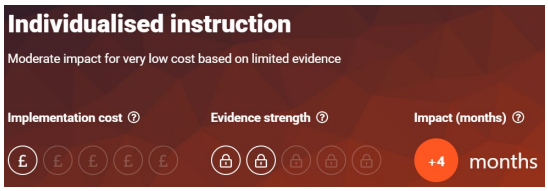
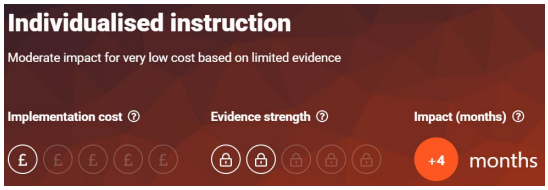
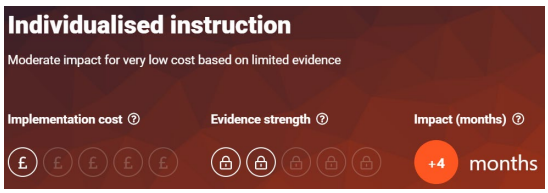
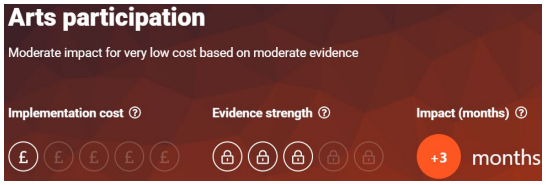
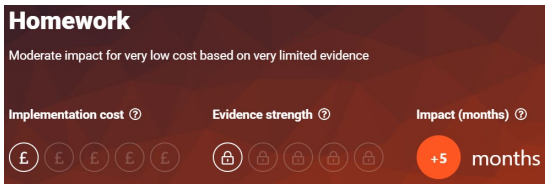
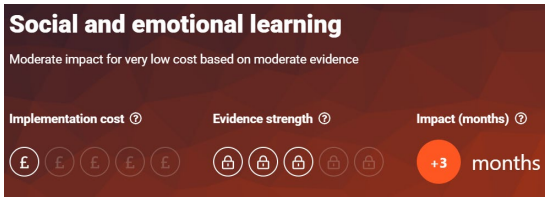
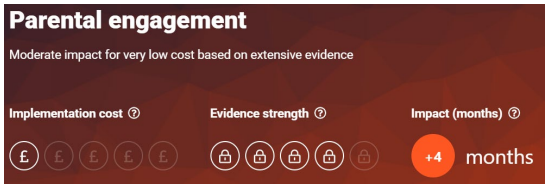
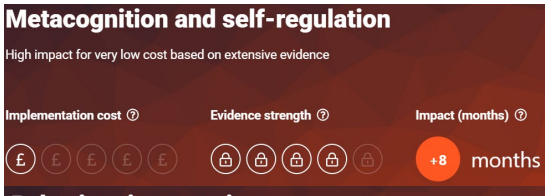
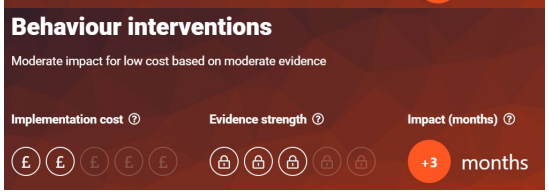
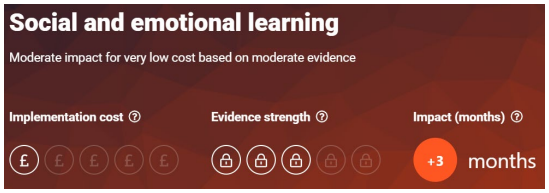
|---|---|---|
| Booster and interventions sessions run by Teaching Assistants and qualified teachers<br>*£650* |  <br>Research by the Sutton Trust states that one to one tuition can have a positive impact of 5 months on disadvantaged learner. | 3, 4 |
| Provide individualised Literacy programme to support those who need accelerated progress (Literacy Gold)<br>*£775* |  <br>*After just three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age.* | 1 |
| Introduce Google Classroom to provide a more individualised approach to learning<br>*£1000* |  | 3 |
| Introduce the Read&Write toolbar to improve accessibility to learning<br>*£660* |  <br>*Read&Write for Google in the classroom has enhanced the learning experience, enabling all students – regardless of literacy level – to participate, collaborate and grow in terms of their self-esteem.-* [*https://www.texthelp.com/en-gb/resources/impact-studies/*](https://www.texthelp.com/en-gb/resources/impact-studies/) | 3 |
| Additional Chromebooks to deliver tailored support and intervention<br>*£7,500* | The Education Endowment Foundation (EEF) emphasises that technology improves progress when grounded in strong pedagogy, focusing on purposeful use, tailored feedback, and enhanced practice.<br>Key strategies include using tech for high-quality pupil practice (e.g., drills, simulations), dynamic feedback (e.g., online quizzes), improving teacher assessment accuracy, and facilitating adaptive teaching. | 3, 5 |

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

Budgeted cost: £33,144

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Enrichment activities – access to trips, workshops, clubs and residential trips<br>*£4853* | Enables disadvantaged pupils to have shared experiences with their peers, supporting their emotional wellbeing.<br>  | 5 |
| Homework club<br>*£675* |  | 1, 3, 5 |
| Access to therapeutic and family support worker when needed.<br>*£5,417* |  <br>  | 2, 4 |
| Learning Mentor, including nurture groups, 1:1 sessions and therapy dog sessions<br>*£18,200* |  <br>  <br>Research indicates many positives of school dogs including school attendance, safeguarding, communication, pupil and staff wellbeing and managing difficult conversations.<br>https://pmc.ncbi.nlm.nih.gov/articles/PMC10813843/#sec6-ejihpe-14-00001 | 4, 5 |
| DESTY Island<br>*£250* |  | 4 |

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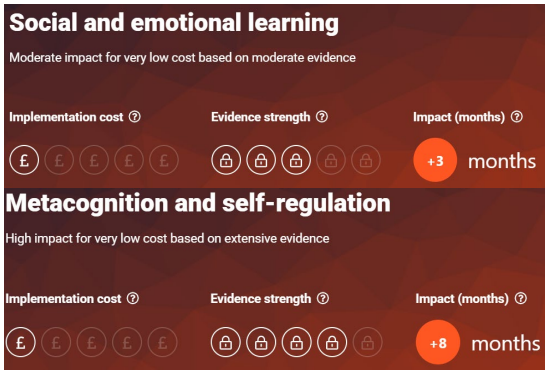
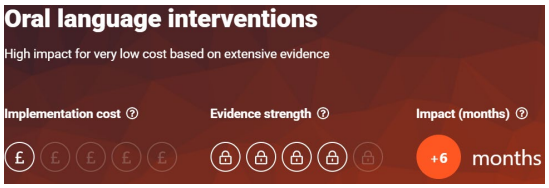
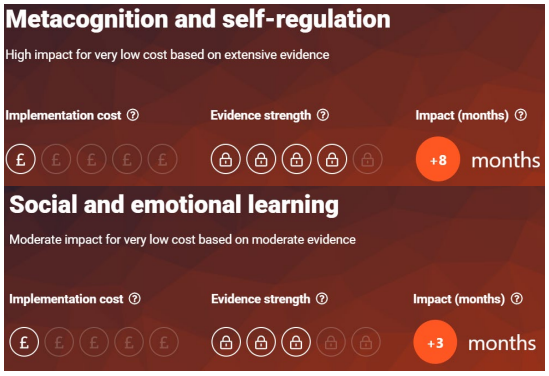
|---|---|---|
| | *Our pilot study highlighted that 80% of children who used the DESTY® Island Programme improved their emotional wellbeing.* | |
| Drawing and Talking therapeutic approach<br>*£99* |  | 1, 4 |
| Welcomm<br>*£2,300* |  | 1, 2 |
| Education Mental Health Practitioner (EMHP) from the SEND Mental Health Support Team<br>*£750* |  | 4 |
| Uniform<br>*£600* | EEF: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform | 5 |

## Total budgeted cost: £94,813

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our internal data shows that the performance of disadvantaged pupils is lower than their non-disadvantaged peers. It remains our priority to strive for improved attainment for our disadvantaged pupils, however, pupil progress meetings, book looks and discussions with pupils provides us with evidence that progress for our disadvantaged pupils is good, especially those receiving targeted support, including SEND support and tutoring which has been prioritised for disadvantaged pupils. Our GLD has shown a closing of the gap between attainment of PPG and non-PPG pupil outcomes with the gap reducing from 20% in 2024 to 4.2% in 2025. The read, write and maths combined outcomes in Key Stage 1 also reduced from 36.5% in summer 2023 to 26.5% in 2025. We know that we still have work to do in Key Stage 2 as the gap has remained consistent year on year.

Other initiatives, such as ever increasing pastoral and mental health support, development of relational practice across the school, an emphasis on PSHE within the curriculum and opportunities for pupils to be leaders have reduced barriers to personal development and this has been evidenced through reduced behavioural incidences within this group.

Combining this support of removing barriers but also targeting academic needs with evidence based interventions will continue to be the strategy going forwards as detailed in this plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| Literacy Gold | Engaging Eyes Limited |
| DESTY Island | Education DESTY Limited |
| Wellcomm | GL Assessment |
| ELS | Oxford University Press |
| Talk for Writing | Talk for Writing |

## Further information (optional)

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|---|
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |