

Pupil premium strategy statement 2022/25: Springcroft Primary School

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 effect that last year's spending of pupil premium had within our school.

Prior to the 2024/2025 academic year, Springcroft Primary School had two pupil premium learners. To aid the anonymity of these children, this is a redacted strategy statement. Personalised plans for these individual children can be made available to Ofsted if required.

School overview

Detail	Data
Number of pupils in school	215
Proportion of disadvantaged pupils	7.4% (was 0.9% in Aug 2024)
Pupil premium allocation this academic year	£21,061
Academic year or years covered by statement	2022-2025
Date this statement was published	September 2022 Revised January 2023 Revised September 2023 Revised January 2024 Revised June 2024 Revised September 2024 Revised April 2025
Date on which this statement was reviewed	April 2025
Date on which it will be reviewed	April 2025
Statement authorised by	FGB
Pupil premium lead	Stephen Drew
Governor lead	Paul Spreadbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,061
Recovery premium funding allocation this academic year	£0

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	£21,061

Part A: Pupil premium strategy plan

Statement of intent

At Springcroft Primary School we aim for all pupils to achieve their full potential regardless of educational and socioeconomic barriers. Through increased intentionality and precision, provision for our pupil premium (PP) children will be highly effective in meeting learning needs.

We believe that in order for our children to meet their potential the following must be true:

- All children access highly effectively quality first teaching, with all approaches taken reviewed regularly and developed based on research.
- All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community and a curriculum which is research informed and designed with memory in mind.
- Children are fully supported to make excellent progress in reading and no children suffers 'reading failure': early reading and reading for pleasure is central to the work of the school.
- Barriers to learning for pupil premium children must be precisely identified, particularly when needs are more complex.
- The needs of each individual are fully understood by leaders and teachers.
- Children are precisely targeted for high quality intervention.

We will know we have been successful when:

Engagement with learning, the curriculum and school life, of the Pupil Premium children is high; and as a result

- ... an increased proportion of PP pupils make above expected progress and begin to catch up when necessary. A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard they make at least good progress from their starting points.
- ...the gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs falls behind the expectation.
- ... monitoring shows that PP pupils know and remember more.

Challenges 2024/2025

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

In 22/23 and 23/24 we had 2 PP children. These two PP learners have their own personalised plan which can be made available to Ofsted if required. For 24/25, this increased to 19 children.

Challenge number	Detail of challenge
1 Parental Support	Financial Implications For pupils to access a range of social/cultural/sporting experiences, visits and activities.
2 Reading for Pleasure	The baseline for many pupils in terms of early language, reading and comprehension is low. Some PP pupils do not have additional reading beyond the school and a number only use home language outside of school hours. This impacts on the speed and fluency within reading.

Challenges 2024/2025

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

Challenge number	Detail of challenge
1	To continue the high quality CPD continually delivered to all staff so that all children are exposed to quality first teaching on a daily basis, to ensure high expectations are set for all pupils.
2	Formative and summative data is analysed carefully and used in a timely manner so that the need for support within learning is identified quickly so that all children make expected progress or above.
3	Springcroft children are confident in their reading and this is underpinned through the strong foundations that we have in place for phonics. In addition to this, we use strategies in partnership with Stoke Speaks Out to develop speech and language skills as directed by our speech and language therapist. Through our teaching of reading, children read to learn which allows them to access all areas of the curriculum, as well as reading for pleasure
4	Springcroft children have access to emotion coaching support that will enable them to positively develop their mental health and wellbeing.

5	All children are able to access the full curriculum, including learning experiences such as enrichment activities, educational visits and residential.
---	--

Intended outcomes 2024-2025

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
High quality CPD is delivered to all staff regularly throughout the year that is linked to the School Improvement Plan	<ol style="list-style-type: none"> 1. Continuous professional development is in place for all teachers wherever they are in their career. 2. There is a consistent approach to improving the learning provision
The need for support within learning is identified quickly and effectively.	<ol style="list-style-type: none"> 1. All teachers know the disadvantaged children and their attainment and progress within the context of the class and year group. 2. All teachers know how to analyse class data and understand how to prioritise intervention. 3. Children are identified, including PP children, who will benefit from attending morning club; therefore, accessing additional learning/pre-teaching activities linked to the week's learning. 4. All adults linked to the child's learning are fully aware of their needs, targets and the planning for the following week. 5. Interventions are planned with realistic and achievable goals, therefore promoting progress.
Springcroft children are confident in their reading. They read to learn which allows them to access all areas of the curriculum, as well as reading for pleasure	<ol style="list-style-type: none"> 1. The school is developing how the library is used includes roles for overseeing the library and auditing the books (SIP 24/25). 2. The school library and online resources are used effectively to research areas of the curriculum. 3. Subject leaders ensure that there are relevant topic books available to support disciplinary reading. 4. Children are exposed to current affairs, including up to date news items. 5. The library has an extensive range of up-to-date fictional and non-fiction books appropriate for all learners.

	6. Fully decodable phonics books are available to meet the children's needs.
Springcroft children have access to emotion coaching support that will enable them to positively develop their mental health and wellbeing.	1. In times of need, there is always someone to talk to regarding the child's emotional health and wellbeing. 2. All staff trained on 'The listening ear'
All children are able to access the full curriculum, including learning experiences such as educational visits and residential.	1. Our curriculum is fully inclusive, with all children accessing all curriculum experiences.

Activity in 24/25 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: £2640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff access high quality CPD	If subject leaders are given the time to plan effective CPD for the school, this will ensure further improvement in teacher performance and therefore improve outcomes for children. Ofsted findings on Curriculum Research. - In primary schools, where the curriculum was often delivered in topics (particularly in the humanities), they had subject specialists and thought about progression in terms of subjects. We found that it was easier for schools to talk about their pupils' progression when they considered how much knowledge had been learned than when they talked about how far pupils had developed a skill.	1 & 2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabled interventions across the school to target all children including pupil premium children who are not working at age related expectations.</p>	<p>Education Endowment Foundation (EEF) evidence and suggests that small group and 1:1 intervention with highly skilled staff are shown to be effective in groups of less than six pupils</p>	<p>2 & 3</p>
<p>Extra teaching through morning club with identified children attending morning club, this will ensure that, through pre-teaching and the use of rich retrieval strategies, they are able to access the same work as their peers. EEF Teaching and Learning Toolkit (One to One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<p>Extra teaching through interventions. With identified children attending addition support through preteaching and the use of rich retrieval strategies, they are able to access the same work as their peers. EEF Teaching and Learning Toolkit (One to 2,3 are able to access the same work as their peers. EEF Teaching and Learning Toolkit (One to One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<p>2 & 3</p>

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

Budgeted cost: £14421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for the Nurture and Emotional Health lead to support the provision of pastoral care across the school	Children who are able to access pastoral support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning. EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	4
Help with costs of educational visits and residential	Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Additionally, rich cultural capital will enable children to grow in confidence. EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non4 8 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.	5

Total budgeted cost: £ 21,061

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.

Attendance Date (01.09.22 – 31.08.23):

Pupil Premium V Non-Pupil Premium attendance: 95.22% v 96.02%

Pupil Premium V Non-Pupil Premium late marks: 0.39% v 0.6%

Pupil Premium V Non-Pupil Premium unauthorised: 0.39% v 0.33%

Attendance Date (01.09.23 – 19.07.24):

Pupil Premium V Non-Pupil Premium attendance: 94.55% v 95.06%

Pupil Premium V Non-Pupil Premium late marks: 0.61% v 0.37%

Pupil Premium V Non-Pupil Premium unauthorised: 0.82% v 0.86%

Attendance Date (01.09.24 – 28.04.25):

Pupil Premium V Non-Pupil Premium attendance: 93.52% v 94.55%

Pupil Premium V Non-Pupil Premium late marks: 1.05% v 1.05%

Pupil Premium V Non-Pupil Premium unauthorised: 0.92% v 1.11%

Attainment and Progress Data:

Two children were eligible for PP in EYFS, KS1 or KS2 assessments for the 2023/2024 academic year. The data below is from the attainment and progress the 2x PP children in school made during the last academic year.

	Reading	Writing	Maths	RWM
Progress	PP: 4 points Non-PP: 4.48 points	PP: 3 points Non-PP: 4.07 points	PP: 5 points Non-PP: 4.48 points	PP: 5.0 grade Non-PP: 5.3 grade
EXS+ Expected above	PP: 100% Non-PP: 90%	PP: 100% Non-PP: 90%	PP: 100% Non-PP: 79%	PP: 100% Non-PP: 60%
GLD Above expected	PP: 0% Non-PP: 32%	PP: 0% Non-PP: 11%	PP: 0% Non-PP: 18%	PP: 0% Non-PP: 14%

Attainment and Progress Data:

Two children were eligible for PP in EYFS, KS1 or KS2 assessments for the 2024/2025 academic year to April 25. The data below is from the attainment and progress the 15x PP children (KS1 & KS2) in school made during the last academic year.

EYFS (5 PP chn):

	Word Reading	Writing	Maths
Progress	PP: 4 points Non-PP: 4.7 points	PP: 3.8 points Non-PP: 4.6 points	PP: 4 points Non-PP: 4.8 points
EXS+ Expected above	PP: 40% Non-PP: 73%	PP: 40% Non-PP: 67%	PP: 40% Non-PP: 83%

KS1 & KS2 (16 PP chn):

	Reading	Writing	Maths	RWM
Progress	PP: 2.72 points Non-PP: 2.32 points	PP: 2.24 points Non-PP: 2.35 points	PP: 2.90 points Non-PP: 2.26 points	
EXS+ Expected above	PP: 54% Non-PP: 78%	PP: 60% Non-PP: 80%	PP: 66% Non-PP: 80%	
GLD Above expected	PP: 27% Non-PP: 7.5%	PP: 22.5% Non-PP: 11%	PP: 27% Non-PP: 29%	

Externally provided programmes

Programme	Provider
Little Wandle Letter and Sounds	Little Wandle
White Rose Maths	White Rose Education
Times Tables Rock Stars	Maths Circle Ltd
Charanga	Charanga Music

Word Shark	White Space Ltd
My Maths	Oxford University Press
Language Angels	Language Angels