

Pupil premium strategy statement 2026/29: 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.

School overview

Detail	Data
Number of pupils in school	214
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£24,200
Academic year or years covered by statement	2026-2029
Date this statement was published	September 2026
Date on which this statement was reviewed	May 2026
Date on which it will be reviewed	November 2026
Statement authorised by	FGB
Pupil premium lead	Stephen Drew
Governor lead	Paul Spreadbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,200
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	£24,200

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 2026-2029

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

Challenge number	Detail of challenge
1	For pupils to access a range of social/cultural/sporting experiences, visits and activities.
2	While overall reading attainment is high, there is a significant performance gap for disadvantaged pupils (67%). The school's disadvantaged pupils have an attainment gap (13%) in reaching the expected standard in reading compared to the national non-disadvantaged average over a three-year period.
3	The school has an above-average percentage of pupils requiring SEN support (19%). A significant portion of these pupils have Social, Emotional, and Mental Health (SEMH) identified as their primary need.
4	While Year 1 phonics is strong, there remains a group of vulnerable learners who do not meet the expected standard at the end of KS1 and require ongoing support.
5	Our attendance data over the last year indicates that unauthorised attendance and late marks among disadvantaged pupils has been higher than for non-disadvantaged pupils. The attendance of a small number of disadvantaged children is significantly below the non-disadvantaged children.

Intended outcomes 2026-2029

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
Children have access to a range of social/cultural/sporting experiences, visits and activities which broadens life experiences and in turn improve their access to the curriculum.	Life experiences of pupils broadened, which impacts positively various areas of the curriculum. For example, vocabulary, writing and geography. The cultural capital of pupils is enhanced. Access to the curriculum improved.
Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books. reading interventions in reading	PP children make greater progress than Non-PP children to reach ARE
PP children (identified as having issues related to social and emotional aspects of learning) make progress towards identified targets including feeling safe,	Pupils make progress towards identified targets (evidenced on pastoral intervention documents and PSPs).

secure and supported is Personal Development and Wellbeing.	
To remove the Persistent Absence gap between pupil premium children and non-pupil premium children	Sustained drop in PA from our key disadvantaged children

Activity 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: £6825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Quality First Teaching (QFT)	Given that approximately 19% of the school requires SEN support, prioritising staff professional development on scaffolding and adaptive teaching is essential. This ensures that vulnerable learners, including those with SEMH needs, can access the core curriculum alongside their peers.	2
Focus on Vocabulary and Reading Fluency	To close the reading gap between vulnerable and non-vulnerable children, teachers should integrate explicit vocabulary instruction across all subjects.	2
Little Wandle phonics system embedded	Phonics approaches have a strong evidence base indicating a positive impact on children particularly those from a disadvantaged background. Targeted phonics programs are proven to work when delivered effectively and consistently	4

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-Group Phonics Interventions	For the Year 2 pupils who missed the phonics standard, short sessions of targeted phonics intervention to prevent them from falling further behind in their literacy development (the EEF recommends frequent,)	4
Structured Reading Tuition	Implement one-to-one or small-group reading tuition specifically for disadvantaged pupils identified as underperforming. The EEF indicates that such targeted support can provide up to five months of additional progress.	2
Additional phonics sessions targeted at disadvantaged children who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £39,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Mental Health (SEMH) Programs	With SEMH being a primary need for many SEN pupils and the link to higher absence and suspension rates, targeted emotional response-based interventions and universal approaches can have positive overall effects. Regular attendance has a direct impact on learning. These programs help pupils manage their emotions and social updates, which the EEF suggests can improve both behaviour and academic engagement.	3 & 5

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.	1
Children eligible for Pupil Premium funding are given access to their first club free and free breakfast and wrap around care.	Extracurricular activities are an important part of education in their own right. They can increase engagement in learning. Children and their families are made to feel part of the school community. Children have opportunities to participate in activities that they would otherwise not have access to.	1, 3 & 5

Total budgeted cost: £ 51,023

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 2026 academic year.

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 – 18.07.25):

Pupil Premium V Non-Pupil Premium attendance: 90.2% v 96.5%

Pupil Premium V Non-Pupil Premium late marks: 0.96% v 1.1%

Pupil Premium V Non-Pupil Premium unauthorised: 1.1% v 1.22%

Attendance Date (01.09.25 – 17.07.26):

Pupil Premium V Non-Pupil Premium attendance: 93.07 v 96.68%

Pupil Premium V Non-Pupil Premium late marks: 2.75% v 0.9%

Pupil Premium V Non-Pupil Premium unauthorised: 3.75% v 0.94%

Attainment and Progress Data for 2023/2024:

Two children were eligible for PP in EYFS 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 of 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 2024/2025:

21 children were eligible for PP in EYFS or KS2 assessments for the 2024/2025 academic year. 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 of above	PP: 40% Non-PP: 73%	PP: 40% Non-PP: 67%	PP: 40% Non-PP: 83%	

KS2 (16 PP chn):

	Reading	Writing	Maths	RWM
Progress	PP: 4.3 points Non-PP: 3.7 points	PP: 4.2 points Non-PP: 3.7 points	PP: 4.7 points Non-PP: 4 points	PP: 4.4 points Non-PP: 3.8 points
EXS+ Expected of above	PP: 69% Non-PP: 90%	PP: 62% Non-PP: 71%	PP: 77% Non-PP: 88%	PP: 69% Non-PP: 83%
GLD Above expected	PP: 38% Non-PP: 35%	PP: 15% Non-PP: 21%	PP: 38% Non-PP: 37%	PP: 30% Non-PP: 31%

Attainment and Progress Data 2025/2026:

29 children were eligible for PP in EYFS, KS2 assessments for the 2025/2026 academic year. The data below is from the attainment and progress the 15x PP children (KS1 & KS2) in school made during the last academic year.

EYFS (4x PP chn): **Awaiting validated data**

	Word Reading	Writing	Maths
Progress			
EXS+ Expected of above			

KS2 (4x PP chn): **Awaiting validated data**

	Reading	Writing	Maths	RWM
Progress				
EXS+ Expected of above				
GLD Above expected				

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