Springfield Academy Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year, as part of the 2023-2026 plan) 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
School name	Springfield Academy
Number of pupils in school (including Nursery)	236
Proportion (%) of pupil premium eligible pupils (including Nursery)	46% (including Nursery) 43% (not including Nursery)
Academic years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was first published	October 2023
Date of latest review	October 2025
Date of next review	October 2026
Statement authorised by	Richard Gartland
Pupil premium lead	Paula Austin
Governor / Trustee lead	Chris Archer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,996
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£135,996

Part A: Pupil premium strategy plan

Statement of intent

In our school, every child irrespective of their background or the barriers that they face, will be **successful**, achieving and attaining to the best of their ability. We remove barriers to learning and ensure that every child has learning opportunities and challenges matched to their needs. They will be **happy** and excited coming to school and being part of our community, building positive relationships with their peers and school staff whilst fostering a real love of learning. All children will be well **informed** – accessing a high-quality curriculum providing them with the knowledge and skills to become confident and able to meet future challenges in a world that is changing and evolving technologically every day, whilst reading is a clear focus and priority in our school. We care for and **nurture** all of our children ensuring they are all valued and supported. We recognise the importance of having a strong, cohesive community that is **embraced**, building the foundations for their place and role in their local, national and international community.

Our approaches will be evidence based and specific to the needs of our school community and the children within it.

This strategy will also encompass our timely and decisive plans to support education recovery following the global pandemic.

Quality first teaching is at the heart of everything we do in school and we ensure that disadvantaged children are provided with the support they require in identified areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Many children enter school in EYFS with poor oral language skills and limited vocabulary knowledge. They continue to experience language deprivation as they have limited experiences outside of school. Children often have limited access to books in the home environment. This also impacts upon their phonic ability and development. There is a similar shortfall in terms of a deep knowledge of number and understanding, as the children enter school.
2	A large proportion of the children who attend the school are from low-income families (ref: IDACI index). The Inspection Data Summary Report shows that the school is more deprived than 78% of neighbours, in terms of deprivation. This means that other factors (health, housing, employment, education) can affect these families and impact on achievement. Many children are living in 'working poverty' where parents are working extremely hard to support their families and children but are 'just about managing'. Many children are lacking in wider life experiences and haven't had the opportunity to build cultural capital and therefore don't always possess the essential knowledge needed to prepare them for future success.
3	Attendance of PP children is lower than those who are non-PP. Persistent Absentee rates are higher for PP children. This reduces their school hours and impacts on progress and attainment. A significant number of parents persistently choose to take holidays during term time.
4	Poor mental health and emotional well-being of children in school is becoming increasingly prevalent in school. Relationships at home can be strained as parents are working long hours in low paid work. The impact of the pandemic is still prevalent in school, resilience of children continues to be an area we are supporting, as well as attendance, behaviour and the impact on children's mental health.
5	Many families within Springfield Academy are experiencing significant challenges and difficulties in terms of day-to-day living costs. This impacts upon mental health and the ability of parents to support their children academically. It also means that some children are not being properly nourished and intervention is needed. This is impacting upon pupil attendance.

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
The quality of teaching, over time is at least good in all curriculum areas across the school. This will be reflected in the teaching profile of the school.	End of year data (internal and externally validated) is accurate and shows that all pupils eligible for Pupil Premium are making at least expected progress and many are making accelerated progress in order to close the achievement difference. There is an increase in the number of disadvantaged children who are at least in line with national, age related expectations. Disadvantaged children identified as being more able are reaching the highest possible levels of attainment across all key stages.
Improved reading attainment among disadvantaged pupils in Year 1 and then at the end of KS2.	Phonics Screening Check (2025) shows that 77% of disadvantaged pupils in school met the expected standard, compared to 80% of 'Other' pupils nationally. (National Disadvantaged – 67% achieved) KS2 Reading 77% of school disadvantaged pupils met the expected standard compared to National non-disadvantaged 81%. (63% disadvantaged nationally) (The gap is narrowing.)
Improved KS2 maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that than 77% of disadvantaged pupils met the expected standard, compared to 81% national non-disadvantaged. IDSR demonstrates the gap narrowing. (61% disadvantaged nationally)
Early Years Pupil Premium children in EYFS achieve and progress in line with other pupils in the setting.	Vulnerable children within EYFS are identified early so that the attainment difference doesn't increase as they move through the school.
Disadvantaged children engage in all extra-curricular and enrichment activities.	Engagement rates are high and experiences impact positively upon outcomes for disadvantaged pupils.

Parental engagement is high.	Relationships between home and school are positive and impact positively on outcomes for children.
Attendance is in line with national averages for Pupil Premium children and that they are closing on national averages for non-Pupil Premium children.	Disadvantaged children attend school regularly accessing the full curriculum which ensures improved attainment and progress. Overall school attendance and PAs are in line with the national average.
Our children are in a strong position to learn and make progress. They are happy and engaged in school life whilst making accelerated progress.	Children are making good progress across a wide, balanced and varied curriculum offer.

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

Budgeted cost: **£64,749**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidation of phonics programme across the school and further purchase of new books that match precisely with the new programme. All staff in school trained in the programme. Internal CPD to continue to focus upon consistency in the delivery of phonics, building upon the support provided by the English Hub over the past 3 years. Phonics Lead to oversee Phonics teaching across the school, providing CPD and	Whilst our Phonics Check outcomes were acceptable we felt that we weren't improving as we wanted. The opportunity to work with St Michael's English Hub presented itself and the chance was taken. Research into the most effective programme followed and Sounds Write was chosen through a selection process. The evidence strength from EEF is strong as is the impact upon outcomes for pupils. 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. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Impact was shown in 2024-25 with 87% of pupils meeting the check expectation, this is currently higher than the national average (80%). Phonics Lead will ensure that there is a consistent approach to phonics across school.	1

professional development through close monitoring, coaching and challenge.	(Phonics EEF +5 months)	
Leaders support improvements in T&L through close monitoring, coaching and challenge. To include non-contact time for senior and middle leaders across the school and ongoing targeted CPD as required.	Monitoring procedures indicate that the quality of teaching has improved significantly. These improvements must be maintained.	1
The work of our Lead Practitioner with the Leadership Team will continue to accelerate improvements through leading on the implementation and ongoing evaluation of a knowledge-based curriculum which is relevant to disadvantaged pupils and fills experience gaps. The LP will also support induction of new staff, including ECTs and existing teaching staff to ensure disadvantaged pupils are receiving quality first teaching and that teachers are aware of relevant strategies for supporting under achieving pupils, with a renewed focus on oracy and critical thinking across the school.	The school recognises that a high-quality curriculum is essential for all pupils. Pupils require an appropriate knowledge-based curriculum which is carefully sequenced to ensure it is a progressive model whilst assessment is used to purposefully to inform teaching whilst considering our local context and filling gaps from pupils' backgrounds. The Lead Practitioner will take part in an Oracy project across the Local Authority. 'Everybody Talks in Darlington' (Funding for this work has been secured through the Northeast Association of Directors of Childrens Services Regional Improvement and Innovation Alliance (RIIA). The local authority has also secured support from the Shotton Hall research school.) This project will support children to develop critical thinking, alongside oracy to develop skills needed for their future and allow our children to be able to advocate for themselves.	1
Marking and Feedback processes will access training for Olex AI, to enhance feedback and marking. Feedback strategies will include the promotion of metacognitive talk in the classroom.	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions will be designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. (Feedback EEF +6 months) (Metacognition and self-regulation EEF +8)	1

Focused support from SENDCO (0.5FTE) identifying EYFS pupils with additional needs. Facilitating CPD for staff in strategies to support early language development.	Children enter our school in EYFS with poor oral language skills and limited vocabulary knowledge. They continue to experience language deprivation as they have limited experiences outside of school. This strategy will close the attainment gap and facilitate good progress for PP children. (Oral language Interventions EEF +6 months)	1,2
Additional Maths and English teaching for KS2 pupils before school. Planned by the Year 6 teacher for the children she teaches ensuring sessions are closely linked to curriculum.	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. (Extending School time EEF +3 months) (Reading Comprehension Strategies EEF +7 months)	1,2
SENDCO to deliver CPD programme for Teaching Assistants and Teachers across the school to ensure that interventions are appropriate, evidence based and evaluated.	Children are effectively supported by highly trained professionals working strategically across the setting. (Small group tuition EEF +4 months) (Teaching Assistant interventions EEF +4 months)	1,2

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

Budgeted cost: **£32,743**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional x2 teaching assistants in KS1/2 to provide: - Targeted interventions for individual/small groups of pupils enabling children to work collaboratively.	Providing vulnerable children with valuable pre-teaching strengthens confidence and resilience as a learner. Children will be better prepared for the challenges of their Maths lessons and will therefore achieve better outcomes. (Small group tuition EEF +4 months) (Oral Language Interventions + 6 months EEF)	1,2,4

- A nurturing environment where children feel supported and safe.		
Teaching assistants to track additional provision and, in consultation with the class teacher, measure impact to ensure that PP children receive their entitlement across all curriculum areas. This will be implemented through the use of the Pupil Premium Passport. Class Profile Sheets will also be used to carefully track the rates of progress and gaps in attainment. This data set will inform termly Pupil Progress Meetings.	The provision for Pupil Premium children requires continued closer tracking and scrutiny. This will provide the SLT with the information to ensure that PP children are receiving their entitlement in each class and across the school. (Teaching Assistant interventions EEF +4 months)	2
Additional teaching assistant support in EYFS setting to deliver focussed work on oracy and early language development.	Higher staff ratios allow staff to provide additional support for identified, individual children requiring early intervention. (Oral Language interventions EEF +6 months) (Small group tuition EEF +4 months) (Teaching Assistant interventions EEF +4 months)	1,2
TAs will, under teacher direction, deliver planned interventions for individual and groups of children who are not attaining or progressing as appropriate. This will include additional phonics sessions, TTRS, speech and language programmes, fine motor interventions and increased exposure to vocabulary through sharing high quality texts.	Higher staff ratios allow staff to provide additional support for identified, individual children requiring early intervention. (Oral Language interventions EEF +6 months) (Phonics EEF +5 months)	1,2
Speech and Language Therapist interventions with disadvantaged pupils with speech and language identified as a barrier to progress and attainment.	Speech and Language difficulties present as barriers for a significant number of pupils in school. Programmes will be designed and delivered through the S&L Therapist. (Oral Language Interventions +6 months EEF) (One to one tuition EEF +5 months) (Teaching Assistant interventions EEF +4 months)	1,2

Early language development through Speech Therapist intervention and TA support.	Children enter our school in EYFS with poor oral language skills and limited vocabulary knowledge. They continue to experience language deprivation as they have limited experiences outside of school. This strategy will close the attainment gap and facilitate good progress for PP children. (Oral language Interventions EEF +6 months)	1,2
Year 5 2025-26 cohort experience Wilderness Schooling prior to starting Year 6.	Collaborative learning experiences and adventurous learning consistently show positive effects on academic learning (EEF). Those in a 'wilderness setting' have greatest impact. Identified benefits, although hard to measure, include perseverance and resilience. Physical Activity EEF – +2 month)	2,4
Phonics intervention in KS1 and KS2 by trained teaching assistants.	Previous Year 1 phonics data shows the impact that this approach has had in terms of pupil attainment. This year we will introduce the intervention during the Autumn Term. This is now extended into KS2 where need is identified. (Phonics EEF +5 months)	1,2
Early Language Programme: Early Talk Boost	The Early Talk Boost Programme is designed to enhance early language provision. Three weekly sessions are delivered to small groups of children with relatively poor spoken language skills. (Screen Dec 25, start Jan 26) (Teaching Assistant Interventions EEF +4 months) (Individualised Instruction EEF +4 months) (Oral language Interventions EEF +6 months)	1,2
Use of IT resources to support learning: • Times Tables Rock Star • Sounds-Write Initial Code • Spelling Shed • Spag.com • Accelerated Reader • Widget • Languagenut	A number of pupils' attainment in Maths and Reading is below age-related expectations. Technology plays a key part in enabling children to practice skills and has the potential to increase quantity and quality of practice that pupils undertake both at home and in school. The use of technology can increase retention of key ideas and knowledge and can engage and motivate learners. EEF: Using Digital Technology to improve learning. Guidance Report Click here for Guidance Report	1,2

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

Budgeted cost: ***£39,890***

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor mentoring sessions for targeted pupils.	Mentoring leads to improvements in attainment, increases confidence and self-esteem. Barriers to learning are addressed for children with social and emotional difficulties. CPD for staff to develop their skills for supporting children with social and emotional difficulties. (Mentoring EEF +2 months) (Social and emotional learning EEF +4 months)	1,2,3,4
All pupils gain cultural experiences to enhance their curriculum experience by: Theatre visits for pupils. Children experience a variety of visits and visitors as their 'hook into learning' including packages from Darlington Library.	Arts participation provides additional, enriching experiences. Engagement with learning is improved. Communication skills are developed, leading to vocabulary development to support writing. (Arts Participation EEF +3 months)	1,2
Breakfast is available for all pupil premium children at zero cost ensuring that they have a good start to the school day and encourages high levels of attendance.	Evidence shows that extending the school day and providing the children with a sound start the day can impact upon pupil progress. If the children have had a substantial breakfast they will be ready for classroom learning. (Magic Breakfast Institute for fiscal studies, EEF +2 months) (Our own data suggests that the free breakfast offer also impacts upon attendance and punctuality)	1,3,4
Attending Performing Arts after school club	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (Arts Participation EEF +3 months)	2
Provide vulnerable families with support in purchasing key items for their child's education.	Improve engagement and attendance for vulnerable families (e.g. taxis to school, school uniform, trip subsidies) Parental Engagement (EEF + 4 months)	2,4

'Class Dojo' is utilised across the school to ensure parents are fully informed with school events and achievements are celebrated.	Parental feedback suggests that Class Dojo has had a positive impact and they feel better informed about what is happening in school and what their children are learning. Parental Engagement (EEF + 4 months)	4
Tapestry to be used as an online 'Learning Journey', across EYFS, to further engage and motivate parents to support and understand how to help their children learn.	Improve parental engagement in children's learning and development. To allow parents easy access to their child's current learning journey, whilst supporting parents in how to further develop their children. Parental Engagement (EEF + 4 months)	1,2
Principal to promote attendance in school, through assemblies, displays, information and rewards.	Good attendance at school is vital for all pupils. School needs to work with parents and children in partnership to advocate good attendance for all pupils, particularly those who are most vulnerable. Rewards are class based, as well as whole school and are always on the agenda. Parents are sent regular information. (Parental Engagement EEF +4 months)	3
Principal to work with and support vulnerable families to: - Support in identifying children at risk of being a persistent absentee - Build relationships with parents to promote good attendance - Contribute to targeted intervention action plans for identified children The School Counsellor also provides emotional and social support for vulnerable pupils to ensure they can access the curriculum.	Good attendance at school is vital for all pupils. School needs to work with parents and children in partnership to advocate good attendance for all pupils, particularly those who are most vulnerable. (Parental Engagement EEF +4 months)	3
Mental Health Lead TA implementing well-being initiatives.	Well-Being group and Playground Pals intervention to promote positive mental health for children and young people. (Social and emotional learning EEF +4 months)	3,4

To maintain having a qualified counsellor/home school mentor on the staff team	Social and Emotional Learning is crucial for many of our disadvantaged children. Having access to a trained counsellor will assist them in accessing their school work and making good progress during difficult times in their lives. (Social and emotional learning EEF +4 months)	1,2,3,4,5
Uniform is available at a very low cost to parents.	Ensuring families have access to very low-cost uniform at the school 'shop' will reduce anxiety and ensure parents/carers are better placed to support their children. (Parental engagement EEF +4)	2,4,5
Provide high quality after school care.	Work in partnership with local nursery and childcare provider to allow our children to access high quality childcare after school with no financial benefit to school ensuring all children are able to access the provision ensuring aspirational parents are able to work and feel supported by the school. (Parental engagement EEF +4)	

Total budgeted cost: £137,382

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-25

Pupil progress data was tracked and continued to show continued improvement Phonics and KS2 RWM combined.

Phonics – 2022 PSC 80% demonstrated the impact the new Phonics programme had from September 2021 in comparison with PSC 2019 67%. We have continued to see improvements in 2025 with the overall school PSC attainment rate remaining above National at 86.7%. In 2022, the gap between PP and non-PP was -19%. In 2025 this improved as 77% of disadvantaged children achieved compared to 85.1% of other pupils nationally.

Nationally, 47.7% of SEN students met the expected standard in phonics, school 60%, compared to 88.8% of pupils without SEN. (Difference of 1 child in this cohort)

This year, 100% of Year 2 children moving into KS2 have passed the Phonics check, compared to national 89%.

2025 Reading, Writing & Maths combined Expected Standard - The percentage of pupils achieving the expected standard or above is 79%. The percentage achieving the standard has increased by 22%.

At KS2 77% (2025) of PP children achieved RWM, compared to national disadvantage of 47% (difference of 8 children).

Interventions continued to be delivered and had positive impact upon pupil progress – they were tracked at termly Pupil Progress meetings, use of EEF interventions continues to demonstrate pupil progress across the curriculum.

The School Counsellor and Speech and Language Therapist continue to provide invaluable support to both parents and children, enabling children to continue to make progress. The new NHS 'Mental Health Support Team' is being used to support children across school, placing their mental well-being at the forefront of our aims to ensure all children can access the curriculum offer. Feedback from stakeholders in this area has been extremely positive.

Attendance levels remain a challenge, but this is slightly above the national picture.

(IDSR DEC 2025)

School attendance 95.1% compared to National 94.8%

FSM attendance 93.8% compared to National 92.4%

SEN attendance 94% compared to National 92.4%

Our Pupil Premium expenditure has contributed to our school having a real sense of community, partnership working and togetherness; Stakeholder feedback, including Ofsted Parentview was extremely positive during the last Section 5 inspection and the most recent Parent/Carer internal survey results.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle
Provision Map	TES
Grammarsaurus	Grammarsaurus Ltd.
Wilderness Schooling	North-East Wellbeing Trust
Tapestry	The Foundation Stage Forum Ltd.
Accelerated Reader	Renaissance Learning
The Literacy Shed Plus	The Literacy Shed
Sounds Write Phonics	Sounds Write
White Rose Maths	White Rose Maths
Master the Curriculum	Master the Curriculum
Marvellous Me	Juniper Education Services
SPAG.com	Spag.com
Charanga	Charanga Ltd
Pobble	Pobble Education
Language Nut	Language Nut
Letter Join	Green and Tempest
Complete PE	Complete PE Ltd

Further information

Poverty Proofing:

We have worked extensively in our school with the charity Children North East, in recent years, to Poverty Proof everything that we do in school.

Before any decisions are made in terms of curriculum, school events or changes to school routines we always look through our 'poverty proofing goggles' and consider the impact. In the same way we would in terms of all areas of equality assessment. Our 'goggles' ensure that we identify and overcome the barriers that many of our most deprived children face and what impact our actions can have upon their well-being. We have removed the stigma associated with so many areas of school life, particularly in terms of financial contributions and associated costs linked to school life. We have listened to the voice of our children and parents and have action plans that are evaluated annually. We now have an embedded culture of community support where no child is ever excluded or made to feel excluded from an activity or opportunity in our school. Our Poverty Proofing work strongly influences everything we do in school, including Pupil Premium Funding expenditure.