

## Pupil Premium Report – Impact Report for academic year 2024 / 2025

Detail	Data
Academy name	Springwood Junior Academy
Number of students/pupils in the academy in 2024/25	185 main school + 38 F@S
Total funding - Pupil premium allocation academic year 2024/25	£99,160
Proportion (%) of pupil premium eligible students/pupils	41% (FS2 – Y6) (76/185)
Proportion (%) of pupil premium eligible students/pupils who are also SEND	7% (FS2 – Y6) (13/185)
<b>Data 2025</b>	
GLD <b>National average 2024 67.7%</b>	41% (12/29)
GLD (PP)	33% (3/9)
Y1 Phonics <b>*National avg 79%</b>	41%
Y1 Phonics (PP)	20% (2/10)
Y2 Phonics <b>*National avg 89%</b>	79%
Y2 Phonics (PP)	67% (6/9)
KS1 EXP Reading <b>*National avg 68%</b>	63%
KS1 EXP Reading (PP)	33%
KS1 EXP Writing <b>*National avg 60%</b>	63%

KS1 WXP Writing (PP)	33%
KS1 EXP Maths <b>*National avg 70%</b>	67%
KS1 EXP Maths (PP)	33%
KS2 EXP Reading <b>*National avg 74%</b>	37%
KS2 EXP Reading (PP)	40%
KS2 EXP Writing <b>*National avg 72%</b>	53%
KS2 EXP Writing (PP)	53%
KS2 EXP Maths <b>*National avg 73%</b>	53%
KS2 EXP Maths (PP)	60%
KS2 Reading, writing, maths combined <b>*National avg 61%</b>	32%
KS2 Reading, writing, maths combined (PP)	33%
Attendance (all)	93.9%
Attendance (PP)	93%
Attendance (PP who are also SEND)	94.4%
Suspensions (all)	16
Suspensions (PP)	10
Suspensions (PP who are also SEND)	9

<b>Activity</b> <b>Spending allocated</b> <b>£60,000</b>  <b>1. Teaching (for example, CPD, recruitment and retention)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2024 - 2025</b>
<p>Embedding oracy through speaking and listening plus language development across all aspects of academy life. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p><b>EEF Oral Language Interventions</b></p> <ul style="list-style-type: none"> <li>• Robust CPDL with monitoring and evaluation of the impact.</li> <li>• To embed oracy as part of high-quality classroom discussion and practice.</li> <li>• Strong evidence base for high impact on reading.</li> </ul>	<p>1 and 2  £1000</p>	<p>Oracy lead in school. EYFS environments were identified as language rich. It was also identified that oracy was facilitated well by practitioners and language to support oracy was identified well. Maths lead engaged with Maths Hub to develop pupils' verbal reasoning in maths, using sentence stems to support. It was identified during Ofsted and External evaluations that pupils were able to 'talk' maths well.</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>Fund teacher release to embed key elements of the guidance in the academy through CPDL, modelling</p>	<p><b>EEF Improving Maths in the Early years and Key Stage One</b></p> <p><b>EEF Improving Mathematics in Key Stages 2 and 3</b></p> <ul style="list-style-type: none"> <li>• The DFE non-statutory guidance has been produced in</li> </ul>	<p>1</p>	<p>Maths lead engaged fully with Developing Reasoning programme through Maths Hub. CPDL was delivered to all staff to further develop SPA's approach to maths.</p>

<p>and coaching (including attending Maths Hub training).</p>	<p>conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <ul style="list-style-type: none"> <li>• Ensure concrete and visuals are used as part of teaching and learning to ensure pupils better understand concepts and skills therefore remember more and can apply more (purchase of resources).</li> <li>• Practise, fluency, delving deeper approach embedded (purchase of resources)</li> </ul>	<p>£2000</p> <p>£2000</p>	<p>Arithmetic skills have improved – this is evidenced through improved formal assessment outcomes in arithmetic. Pupils are better able to explain their mathematical thinking evidenced in external evaluations and Ofsted.</p> <p>Reasoning is incorporated into mastering maths therefore all pupils get the opportunity to engage with reasoning problems and there is increased opportunity across the maths curriculum.</p> <p>Concrete and visual aids are used well to support pupil understanding of mathematical concepts.</p>
<p>Continued subscription of a DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Release time for Early Reading Leader to monitor phonics and early reading provision.</p>	<p><b>EEF Phonics</b></p> <ul style="list-style-type: none"> <li>• Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils to close the attainment gap.</li> </ul> <p><b>EEF Improving Literacy in KS1 Recommendations 3 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• Robust training programme/ monitoring /evaluation of phonics teaching.</li> </ul>	<p>1 and 2</p> <p>£8,000</p>	<p>Ofsted identified consistent delivery of phonics across the Academy.</p> <p>Additional release allowed the phonic lead and early reading lead to monitor consistency and impact rigorously.</p> <p>Assessment was used half termly to inform next steps for pupils ensuring progress and gaps were tracked and targeted timely.</p> <p>Year 2 – 79% of pupils passed the PSC.</p> <p>Only 4 KS2 pupils continue to need to access phonic lessons with a further 5 KS2 pupils accessing a phonics into reading fluency group.</p>

	<ul style="list-style-type: none"> <li>• Continue to embed consistent approach to the teaching of phonics through the ACET SSP.</li> <li>• Weekly CPDL to secure the consistency and impact of highly structured interventions.</li> </ul>		
Leadership release time for SENDCo and the Inclusion Team to monitor, evaluate and review provision for pupils with SEND.	<p><b>EEF Special Educational Needs in Mainstream Schools</b></p> <ul style="list-style-type: none"> <li>• Regular class support to model effective strategies to address identified SEND barriers.</li> <li>• Regular support to ensure ALL teachers embed inclusive practice within their delivery of Quality First teaching and wave 1 provision.</li> <li>• Organised a structured approach in the delivery of wave 2 and 3 interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact.</li> <li>• SENDCO and Principal hold all teachers to account for taking responsibility for all pupils in their cohort to make good progress.</li> </ul>	1, 2 and 3.  £10, 000	<p>Ofsted identified us as an Inclusive school.</p> <p>Ofsted recognised the individual provision in place to meet specific need plus the consistent approach across the Academy.</p> <p>A programme of CPDL was delivered across the year leading to a deeper understanding for all staff of specific needs e.g. ADHD, ASD and the best approaches. This was evident in observations and external evaluation reviews.</p> <p>A new Inclusion team developed to address staff changes.</p>

<p>Purchase of additional reading resources.</p>	<p><b>EEF Improving Literacy in KS1 Recommendations 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Continue successful implementation of ACET Phonics. Additional books/resources purchased to match and supplement the ACET Phonics Programme.</li> <li>• Promotion of reading for pleasure through additional library resources. Using pupil voice to enhance the texts available based on children's interests.</li> <li>• Purchase of additional reading resources to develop the class book choices, ensuring pupils have the chance to read full texts.</li> <li>• Books purchased to support reading across the curriculum particularly non-fiction.</li> </ul>	<p>1 and 2</p> <p>£1000</p> <p>£3000</p> <p>£2000</p> <p>£2000</p>	<p>Engagement with Libraries for Primaries support leaders' understanding of how to develop a reading for pleasure culture across the academy.</p> <p>The launch of Free Reader books has started to develop increased talk of books and a drive to develop reading fluency to be able to move to Free Readers.</p> <p>The purchase of class book sets has allowed all pupils to engage in full age-appropriate books exposing them to age-appropriate language and content.</p>
<p>Additional HLTA appointed to deliver cover for curriculum development and monitoring as well as timely interventions.</p>	<p><b>EEF Improving Behaviour in School</b> <b>EEF Improving Maths in the Early years and Key Stage One; in Key stages 2 and 3</b></p> <ul style="list-style-type: none"> <li>• Release of subject leaders to ensure curriculums are refined</li> </ul>	<p>1, 2 and 3.</p> <p>£10,000</p>	<p>Subject leader release has led to curriculums being further strengthened. Plus, subject leaders can better talk about their curriculum and what that looks like across the curriculum.</p>

	<p>to meet national curriculum expectations plus the contextual needs of our pupils, lesson structures support retention of knowledge.</p> <ul style="list-style-type: none"> <li>• Purchase of resources to enhance the curriculum further to ensure learning is practical and visual wherever possible to support pupil engagement and help them to remember more.</li> <li>• Purchase of additional maths resources to develop fluent number knowledge and counting skills and support the identification of gaps in knowledge to ensure timely interventions implemented.</li> <li>• Purchase of maths resources to ensure pupils become fluent in each mathematical skill – Gareth Metcalfe.</li> <li>• Purchase of Maths Box resources to address poor retention of maths basic skills.</li> <li>• A small number of pupils require additional targeted support to develop speech and</li> </ul>		<p>CPDL provided has improved teaching confidence.</p> <p>Maths lead is an expert.</p> <p>Concrete and visual resources are well embedded within maths teaching and learning across the Academy. Reasoning is improving and high quality resources are accessible.</p> <p>Centralisation of wave 2 intervention by the SENDCO has supported delivery of intervention and increased efficiency.</p>
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	<p>language, English and maths basic skills.</p> <ul style="list-style-type: none"> <li>• Small group intervention support in place which is regularly reviewed in line with formal assessment points, SEND evaluations and reviews.</li> <li>• 1:1 intervention to support pupils to develop greater self-awareness of emotions plus a deeper understanding of the strategies that work to support regulation.</li> </ul>		
<p>SENDCo/Inclusion Manager to support all staff to effectively differentiate and meets the needs of all pupils through quality first teaching, wave 1, 2 and 3 provision, and the intervention timetable deployment of staff members.</p>	<p><b>EEF Special Educational Needs in Mainstream Schools</b></p> <p><b>EEF Teaching Assistant Interventions</b></p> <ul style="list-style-type: none"> <li>• Create a positive and supportive environment for all pupils without exception.</li> <li>• Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach as best practice.</li> <li>• Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact.</li> </ul>	<p>1, 2 and 3</p> <p>£10,000</p>	<p>Ofsted identified us as an Inclusive school.</p> <p>Ofsted recognised the individual provision in place to meet specific need plus the consistent approach across the Academy.</p> <p>A programme of CPDL was delivered across the year leading to a deeper understanding for all staff of specific needs e.g. ADHD, ASD and the best approaches. This was evident in observations and external evaluation reviews.</p> <p>A new Inclusion team developed to address staff changes.</p>

<p>Improve behaviour through supporting pupils to develop their social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine and educational practices and supported by specific CPDL led by trained practitioners for all staff.</p>	<p><b>EEF Improving Social and Emotional Learning in Primary Schools.</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils typically have weaker SEL and there is extensive evidence that improved social and emotional skills lead to greater outcomes in later life (academic attainment, attitudes to learning, behaviour and relationships).</li> <li>Development of emotional self-awareness plus strategies to support regulation built into all classrooms.</li> <li>Emotional literacy interventions delivered consistently by trained staff.</li> <li>CPDL accessed by all staff to ensure a consistent approach and level of understanding across the school.</li> <li>1:1 emotional literacy interventions to support the most complex pupils ensuring these approaches meet the specific needs of these pupils.</li> </ul>	<p>3</p> <p>£3000</p>	<p>Work with Aspire outreach has developed whole staff understanding.</p> <p>The development of the Behaviour and Recognition policy has supported behaviour for the majority. These changes are evidence informed. CPDL from external professionals has supported this.</p> <p>Behaviour is good as identified in Ofsted May 25.</p> <p>Pupils are better able to talk about their emotions and their strategies linked to these. Individual behaviour plans support the most complex pupils.</p>
<p>Leadership release time for the Personal Development lead to</p>	<p><b>DfE Developing Character Skills in Schools</b></p>	<p>4</p>	<p>Ofsted identified Personal Development as a strength of the Academy.</p>

<p>ensure the plan is active and meets the changing needs of the school.</p>	<ul style="list-style-type: none"> <li>• Leader release time to further develop the whole personal development plan ensuring this is active and meet the changing needs of the school whilst ensuring skills can be built upon over time.</li> <li>• Ensure the personal development offer is broad and balanced ensuring pupils develop the life skills, knowledge and mindset to be able to successfully move to their next stage of education.</li> <li>• Purchase of resources.</li> <li>• Subsidising experiences, visits and opportunities to ensure all pupils can access these.</li> <li>• Ensure parental partnerships are strengthened to ensure all pupils engage with personal development opportunities.</li> </ul>	<p>£3000</p>	<p>Leadership release has provided capacity to refine the whole school Personal Development Plan ensuring pupils has access to a broad range of opportunities to enhance the curriculum and develop life skills. These opportunities enable pupils to build upon skills and knowledge over time.</p> <p>100% of KS2 pupils engaged in a sports competition in 24-25.</p> <p>86% of pupils accessed an after school club in 24-25. The vast majority of clubs are provided free of charge to support the aim of 100% of pupils accessing these.</p>
<p>Attendance lead release time to ensure attendance is tracked and monitored effectively and parent partnerships are developed effectively.</p>	<p><b>EEF Supporting school attendance</b></p> <ul style="list-style-type: none"> <li>• Attendance tracker used to monitor, evaluate and target efficiently and effectively.</li> <li>• Release time to understand context – why has a pupils’</li> </ul>	<p>5</p> <p>£3000</p>	<p>New Attendance Lead accessed CPDL from Principal, EWO and Trust data lead to support their development into their new role. Attendance Lead is now secure on responsibilities and tracks attendance well.</p>

	<p>attendance reduced? What have we done/can we do to further support this?</p> <ul style="list-style-type: none"> <li>• Release time for the attendance lead to build positive and strong parental partnerships to develop trust in the school; work together to improve attendance.</li> <li>• Purchase of certificates/prizes to celebrate consistently high attendance.</li> <li>• Release time for attendance lead to complete early help referrals to ensure appropriate and timely support in place.</li> <li>• Good attendance is visibly important across the Academy.</li> </ul>		<p>Whole school attendance is inline with national average.  PA reduced by 4% from 23-24.  SA well below national average (0.4% compared with 0.8%) and has reduced from previous year.</p> <p>Unauthorised holidays remain the largest barrier to improved attendance – higher than local and national average.</p> <p>Strong partnerships developed with families in need, Rotherham attendance pathway followed well. Family case studies evidence success. PA reduced consistently over the year through this targeted work.</p>
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<b>Activity - Spending allocated £18,000</b> <b>2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2024 - 2025</b>
Additional speech and language intervention.	<p><b>EEF Improving Literacy in KS1 Recommendations 1 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• Speech and Language assessment and intervention programme purchased to support swift response to identified barriers.</li> <li>• Staff training to secure consistency in approach to delivering highly structured interventions. Specialist speech and language therapy provision purchased due to increasing number of pupils presenting with complex speech, language and communication SEND needs.</li> <li>• Additional member of support staff appointed within the inclusion team to implement</li> </ul>	1, 2 and 3  £3000	SALT programmes were delivered in-line with professional recommendations across the Academy. Staff felt better prepared to deliver these.

	<p>advice from speech and language therapist in order to ensure all relevant pupils have access to allocated support.</p>		
<p>Structured interventions to support catch-up and targeted support for individual pupils.</p>	<p><b>EEF Making Best Use of Teaching Assistants</b></p> <p>Dedicated HLTA and TA time to focus on PP children:</p> <ul style="list-style-type: none"> <li>• Keep-up sessions</li> <li>• Pre-teach sessions</li> <li>• Emotional and social support groups</li> <li>• Targeted support within the classroom including focus groups and as part of adaptive practice - whole school CPDL to ensure consistency of approach.</li> <li>• Interventions – fine motor, gross motor, READ, lego therapy, emotional literacy.</li> <li>• 1-1 support for identified pupils.</li> <li>• Inclusion Manager to line manage TAs and ensure training is provided around delivery of interventions.</li> <li>• Inclusion Manager to be accountable for the quality of</li> </ul>	<p>1, 2 and 3.</p> <p>£15, 000</p>	<p>Ofsted identified us as an Inclusive school.</p> <p>Ofsted recognised the individual provision in place to meet specific need plus the consistent approach across the Academy.</p> <p>Centralisation of wave 2 intervention by the SENDCO has supported delivery of intervention and increased efficiency.</p> <p>Class provision maps ensure wave 1 and wave 2 provision is well planned for and targeted through the daily timetable. Staff take greater accountability for the class as a whole e.g. focus groups allow misconceptions and misunderstandings to be targeted promptly plus allow for greater challenge and increased adult modelling.</p>

	<p>wave 2 and 3 interventions ensuring feedback from monitoring has impact and pupils make good progress.</p> <ul style="list-style-type: none"><li>• Clear entry and exit points assessed to evaluate effectiveness and impact.</li><li>• Purchase of ICT based programmes to supplement and add capacity to interventions available for pupils to independently access.</li></ul>		
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<b>Activity - Spending allocated £21,160</b> <b>3. Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2024 - 2025</b>
Trust appointed EWO and academy attendance lead.	<p><b>DFE Working Together to Improve School Attendance August 2024</b></p> <p><b>EEF Supporting School Attendance</b></p> <ul style="list-style-type: none"> <li>• Daily contact with a trusted adult and high pastoral support, particularly at entry point, is imperative to improving attendance at Springwood Junior Academy.</li> <li>• EWO home visits support parents/carers to get their child to school.</li> <li>• Readiness to learn: breakfast is served in all classrooms for all pupils daily in collaboration with National School Breakfast Programme.</li> <li>• Readiness to learn: identified pupils enter into a morning sensory circuit; all pupils complete a morning sensory activity in class.</li> </ul>	<p>5</p> <p>£10, 000</p> <p>£1000</p>	<p>Whole school attendance is in-line with national average.</p> <p>PA reduced by 4% from 23-24.</p> <p>SA well below national average (0.4% compared with 0.8%) and has reduced from previous year.</p> <p>Unauthorised holidays remain the largest barrier to improved attendance – higher than local and national average.</p> <p>Strong partnerships developed with families in need, Rotherham attendance pathway followed well. Family case studies evidence success. PA reduced consistently over the year through this targeted work.</p> <p>Breakfast continues to be accessed by approximately 50% of our pupils, this supports readiness for learning plus emotional regulation.</p> <p>Sensory circuit and morning routines support entry into school for pupils</p>

	<ul style="list-style-type: none"> <li>• Attendance: Use of trust EWO to improve attendance and foster links with parents.</li> <li>• Attendance lead develops strong parent partnerships which supports good attendance and punctuality.</li> <li>• The attendance lead provides pastoral support and interventions for pupils who find it difficult to enter school / dis-attach from parents; work is done to ensure the reasons and triggers are identified and targeted well.</li> <li>• Trusted relationships are built in school and agreed strategies for entry developed e.g. entering into a quiet space, being greeted by a peer or familiar adult.</li> </ul>	£1000	including those at high risk of becoming school refusers. This supports readiness for learning.
Personal development plan considers pupil mental health and wellbeing well.	<p><b>EEF Support children’s mental health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Pupil mental health and wellbeing is well covered in the personal development plan.</li> <li>• Pupils have wider opportunities to develop strategies for maintaining positive mental</li> </ul>	4  £5000	The whole school Personal Development Plan has been further developed to ensure all pupils have access to a broad range of opportunities to enhance the curriculum and develop life skills. These opportunities enable pupils to build upon skills and knowledge over time.

	<p>health; they know to ask for support when needed.</p> <ul style="list-style-type: none"> <li>• Pupil and parent voice evidences this.</li> <li>• The core values of the academy (PRIDE) become intrinsic for more pupils as they develop positive mindsets and show respect and empathy to each other.</li> </ul>		<p>There is a strong focus on mental health throughout this e.g. yoga, World mental health day. This is supporting pupils mindset and wellbeing.</p> <p>Pupil and parent voice recognises the wide range of extra-curricular activities available. Both felt the range was broad.</p> <p>Core values were identified as clear and embedded by Ofsted. These will be reviewed and re-evaluated 25-26 to ensure they support pupils to develop the personal capabilities required to be confident, capable adults able to be successful in the future.</p>
<p>Staff CPDL provided by Inclusion team and external professionals to further develop staff knowledge of how to manage the wide range of behaviours and needs across the school with the aim to further embed the academy core values and vision and improve behaviour and behaviour for learning across the academy, particularly those who are disadvantaged.</p>	<p><b>EEF Behaviour Interventions</b></p> <ul style="list-style-type: none"> <li>• The use of universal support alongside targeted intervention has a positive impact on pupils' behaviour.</li> <li>• Inclusion Team to be deployed to deliver SEMH interventions to pupils with identified needs; this is in addition to the whole school approach to emotional awareness and regulation.</li> <li>• Staff to use a restorative justice approach to ensure pupils feel behaviour has been dealt with</li> </ul>	<p>3</p> <p>£2000</p>	<p>Work with Aspire outreach has developed whole staff understanding.</p> <p>The development of the Behaviour and Recognition policy has supported behaviour for the majority. These changes are evidence informed.</p> <p>CPDL planned for through the Inclusion Team has supported the development of our approach to behaviour.</p> <p>Behaviour is good as identified in Ofsted May 25.</p>

	<p>plus pupils learn how to respond differently next time.</p> <ul style="list-style-type: none"> <li>Behaviour and Recognition policy is further developed to ensure the more complex pupils' behaviours are well considered; bespoke behaviour plans are developed through working with external professionals e.g. SEMH outreach.</li> </ul>		<p>Pupils are better able to talk about their emotions and their strategies linked to these. Individual behaviour plans support the most complex pupils.</p>
<p>Embedding the principles from the DFE's statutory guidance on Working Together to Improve School Attendance</p>	<p><b>DFE Working Together to Improve School Attendance August 2024</b> <b>EEF Supporting School Attendance</b></p> <ul style="list-style-type: none"> <li>Schools to work in partnership with parents, carers and local authorities to improve attendance.</li> <li>Attendance lead, Inclusion team and DSL to work together to build strong partnerships and seek support for families and pupils timely.</li> </ul>	<p>3 and 5</p> <p>£2,160</p>	<p>Strong partnerships developed with families in need, Rotherham attendance pathway followed well. Family case studies evidence success. PA reduced consistently over the year through this targeted work.</p> <p>Breakfast continues to be accessed by approximately 50% of our pupils, this supports readiness for learning plus emotional regulation.</p> <p>Sensory circuit and morning routines support entry into school for pupils, including those at high risk of becoming school refusers. This supports readiness for learning.</p>