

Pupil premium strategy statement – Springwood Junior Academy 2024 – 2027 (2025-2026)

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 |
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| Academy Name | Springwood Primary Academy |
| Number of pupils in school | 198 (main school) + 38 (F@S) 236 |
| Proportion (%) of pupil premium eligible pupils | 34% (68/198 pupils; FS2 – Y6) |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027 |
| Date this statement was published | OCTOBER 2025 |
| Date on which it will be reviewed | SEPTEMBER 2026 |
| Statement authorised by | R.Malton, Principal |
| Pupil premium lead | R.Malton, Principal |
| Governor / Trustee lead | K.Gawron, Chair of Governors |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £107,565 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £107,565 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, with a focus on the core subjects of reading, writing, maths plus mental health and well-being. As an Academy, we are passionate that all pupils will become Readers for Life, Aspirational, Responsible Citizens who have PRIDE (Positive. Respectful. Independent. Determined. Empathetic) in themselves, each other and their community; therefore, developing the knowledge and skills required to become successful, happy and confident young people, ready to excel as adults through the well-considered personal development plan. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above goal, including progress for those who are already high attainers.

High-quality teaching, including strong wave 1 provision, is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have SEND, a social worker or young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Additional reading and phonic opportunities for disadvantaged pupils is a current focus to enable them to keep up – current data shows these pupils often are working within or below age related expectations, with specific needs related to understanding of vocabulary and comprehension.

Executive functioning and working memory have been identified as areas of weakness for many of our pupils. Therefore, we have refined timetables to support pupil organisation, pupil understanding plus built in more opportunities for developing short term memory skills as well as long term retention of knowledge through short, daily activities. Our aim is that pupils will remember more which will allow pupils to build confidently on knowledge and skills over time.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through intervention and wider opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set, using adaptive practice to ensure appropriate challenge and support is provided.

- ensure early identification of needs is accurate and that support is provided in a timely fashion.
- Ensure a whole school approach in which staff take responsibility for the progress and attainment of **all** pupils in their cohort including the disadvantaged pupils' - raising expectations of what they can achieve.

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 | <p>Memory and retention to support pupil progress and learning over time</p> <p>The attainment of our Pupil Premium pupils is typically lower in reading and writing than for non-disadvantaged pupils; this figure reduces for pupils who are both SEND and Pupil Premium.</p> <p>Assessment, data analysis, observations and discussions with pupils and families suggest that disadvantaged pupils generally have a greater difficulty achieving age related expectations in reading, writing and maths due to not always retaining knowledge and skills therefore an increased amount of pre-teaching is required for these pupils to 'catch back up'. This is compounded by the low level of parental engagement with these pupils e.g. lack of support and encouragement for completion of homework, spellings, times tables and home reads. This may also be linked to low parental confidence as many of our families have parents who struggled at school themselves.</p> |
| 2 | <p>Phonics and Early Reading Attainment</p> <p>Phonic and reading assessment, observations and pupil voice evidences that disadvantaged pupils enter school with lower levels of reading ability in FS2. This links heavily to the low levels of engagement, underdeveloped oral language and limited vocabulary. Subsequently, these pupils struggle with comprehension activities as they are not regularly exposed to a range of reading texts and genres, plus have a limited understanding of the language in the texts. They also have limited experiences outside of their local area which means it is harder for them to relate to the themes of the texts and make links between them. In addition, the high number of pupils with low executive functioning and/or working memory leads to pupils taking longer to remember phonemes over time plus recognise high frequency and tricky words.</p> |
| 3 | <p>SEMH (social, emotional, mental health) – support pupils to become self-aware in order to better regulate emotions and be able to develop into responsible citizens</p> <p>Observations, staff, pupil and parent voice plus behaviour logs suggest that disadvantaged pupils have increased difficulty recognising and regulating their emotions which leads to dysregulation and difficulties controlling their behaviour and impulses. This could be due to a lack of parental engagement at home, lack of consistent expectations and enrichment opportunities. We have a high number of disadvantaged pupils who also have SEND including high SEMH</p> |

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| | needs; many families find it difficult to understand their child's needs and struggling to engage with learning and support services to better understand these in order to implement consistent expectations, routines and strategies. These challenges particularly affect disadvantaged pupils and has an impact on the learning behaviours in class and overall attainment. Linked to this, observations and assessments have identified difficulties with concentration and focus in school; sensory breaks and movement breaks are now incorporated throughout the school day to ensure this is addressed. |
| 4 | <p>Personal Development</p> <p>To ensure all pupils have the opportunities and experiences to develop as knowledgeable, respectful and responsible citizens who celebrate difference. Many of our disadvantaged pupils do not have the opportunity to access clubs or lessons outside of school, to meet their interests or develop their skills e.g. football clubs, martial arts, swimming; this is due to many families not being able to afford the increasing costs of these plus being unable to easily access them by public transport. In addition, through observation and assessment, many disadvantaged pupils do not access 'visits' outside of school with many pupils remaining at home or 'playing out'. With increasing costs of living, many families see these as 'luxuries' now. This lack of wider experiences and opportunities reduces many pupils' vocabulary range plus their knowledge and understanding of the world around them therefore it is vital that the Personal Development plan at Springwood is well thought out and offers all pupils a wide-range of opportunities and experiences which they can build on overtime.</p> |
| 5 | <p>Attendance and Punctuality</p> <p>Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For persistent absence to be reduced year on year and for attendance to be in line for all pupils against the national average. The attendance lead practitioner develops strong partnerships with these families, where possible, to ensure that progress towards the above is supported.</p> |

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 |
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| Pupils remember more leading to accelerated progress for disadvantaged pupils across reading, writing and maths to reduce the attainment gap. | <ul style="list-style-type: none"> • Early identification on entry to the Academy FS0 - FS2 to identify S&L barriers for early intervention. • The oracy of pupils through speaking and listening is prioritised to accelerate the progress of pupils as part of quality first teaching and discrete 'oral composition' sessions, Chatterbug sessions, particularly in reading and writing. • All pupils' progress tracked termly at formal assessment points for (phonics) reading, writing and maths. Pupil progress meetings agree actions and interventions to target identified need. Impact is tracked and measured. Staff are held to account. • Through the broad and balanced curriculum design, there are opportunities for overlearning and frequent revisiting of prior |

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| | <p>learning through a spiralsed approach to the curriculum; the consistent connection points in the lesson structures; the overlearn curriculum points e.g. mastering maths, to ensure concepts are embedded and pupils can apply their knowledge.</p> <ul style="list-style-type: none"> • Graduated response is timely; resources are deployed effectively by the Inclusion Team to best meet all pupils' needs including disadvantaged pupils. • Specialist advice is sought as part of the graduated response; these recommendations are implemented and progress measured. • Class teachers take responsibility for their class as a whole ensuring all pupils make good or better progress, where this is not the case, staff reflect well and come prepared to discuss next steps to ensure progress accelerates. • Disadvantaged pupils' progress is tracked closely and where this is not maintained, additional resources are employed quickly to address this. • The Inclusion Team organise and deliver effective, targeted CPDL to reflect the needs of the pupils plus the subject knowledge development of all staff in the academy. This may be tailored to specific areas and groups of staff. • Strong parent partnerships are formed through the delivery of parent and family workshops plus guidance leaflets to support parental knowledge and confidence to support their child's learning at home, particularly in phonics, reading, writing and maths. • All pupils are making at least 6 steps progress and those who are not working at the expected standard are making more than expected (6+ steps); where a pupil has specific or complex needs this progress would be in line with EHCP targets and/or external professional targets e.g. SIT/EPS. • KS2 outcomes for all pupils in 26/27 show that disadvantaged pupils are achieving in line with their peers plus national average percentage to meet the expected standard, with an increase in the proportion of pupils achieving greater depth by the end of KS2 improving year on year. |
| <p>To ensure all pupils can read fluently by the end of KS1 and sustain reading progression to meet the expected standard by the end of key stage 2.</p> | <ul style="list-style-type: none"> • All pupils enter KS2 being able to apply their phonics knowledge within reading with 90% reading age-related texts in KS2. • All pupils accessing the ACET Phonics programme will be tracked half-termly with high impact catch up sessions delivered to ensure identified gaps are addressed. • Home school reading books are matched by class teachers with the phonics phase being taught to ensure reading fluency is prioritised. • Barriers which prevent a delay in the ability to acquire phonics knowledge and the ability to decode are identified and addressed through timely interventions. • FS0 to use beat baby to develop pre-phonics skills. • FS1 to use Super Sounds to teach phase 1 phonics, securely learn oral blending and develop some phoneme and grapheme knowledge in order to accelerate their start point in FS2. • The learning environment is language rich. • Disadvantaged pupils get the opportunity to read more frequently to an adult in the academy. |

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| | <ul style="list-style-type: none"> • Pupils are able to use subject-specific language when recalling their learning with increasing consistency. • 100% of pupils at the end of FS2 score 20+ on the 2022 PSC. • • By the end of 2026-27, 100% of pupils pass the national expectation PSC at the end of Y1 with a large proportion scoring 40 marks (where a pupil has complex or specific learning needs, progress is in-keeping with Specialist recommendations and targets). • By the end of 2026-27, 100% of pupils score 40marks by the end Y2 PSC (where a pupil has complex or specific learning needs, progress is in-keeping with Specialist recommendations and targets). • Pupils demonstrate good oral and written comprehension of what they have read in reading lessons, class texts and through the English curriculum. • Reading is prioritised across the school; pupils have regular opportunities to read in school and talk about their reading. • Parents recognise the importance of reading and read regularly with their children at home, achieve the weekly read target – this is recorded in planners. • Pupils who are not supported at home are prioritised for regular 1:1 reading. • Pupil voice and teacher tracking evidences a 'love of reading'. • All pupils are making at least 6 steps progress and those who are not working at the expected standard are making more than expected (6+ steps); where a pupil has specific or complex needs this progress would be in line with EHCP targets and/or external professional targets e.g. SIT/EPS. • FS2, KS1 and KS2 attainment in reading to be at least in line with the national average with an increase in the proportion of pupils achieving greater depth by the end of KS2 improving year on year. |
| <p>To achieve, and sustain, a calm learning environment for all with improved levels of behaviour for learning; ensure all pupils develop the self-awareness around emotional regulation, particularly for disadvantaged pupils including those with SEND.</p> | <p>Sustained high levels of behaviour for learning by 26/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from staff, pupil and parent voice. • Significant reduction in disruption to learning through effective classroom strategies (as documented on class provision maps) and learning is adapted to meet the needs of all pupils ensuring appropriate challenge and support. This can be evidenced through CPOM behaviour reports. • Observations, pupil voice and surveys evidence that pupils are increasingly self-aware of their own emotions and can regulate these more consistently and effectively through using the agreed strategies. |

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| | <ul style="list-style-type: none"> • Disadvantaged pupil attendance to be in line with all pupils by 2027, consistent and regular attendance supports pupils to develop intrinsic routines which support regulation. • Persistent absence for disadvantaged pupils to reduce and be in line with peers and the national measure by 2027. • Inclusion Team to organise or deliver targeted CPDL for all staff to support pupils with regulating their own emotions and attitudes to learning e.g. zones of regulation; ADHD; attachment. • Consistent expectations across the Academy support pupils to better understand how to 'be successful'. • The Behaviour and Recognition policy includes information about adaptations for pupils with high SEMH needs to ensure all staff and pupils have a clear understanding of the tiers of behaviours and the recognition/consequence that would come with these in an adapted approach to allow success e.g. alternative learning spaces not in other classrooms, to be in an inclusion space instead etc. • By the end of 2026-27, Emotional awareness teaching and learning is built into classrooms daily e.g. emotion charts which can be used by all pupils. • All pupils with specific and complex needs, and those that are highly vulnerable, have individual emotional awareness learning, strategies and resources e.g. safe spaces, traffic light cones, pastoral support, worry books etc. • School refers to SEMH outreach timely to access intense support for pupils with high SEMH need when appropriate impact from school-based provision has not been seen. • Pupils are more aware of the emotions of others around them; they better understand how to support these pupils therefore pupils 'trigger' each other less frequently. • Where there is an incident in school, restorative justice is used to ensure pupils understand how others were feeling; recognise their own and others' parts in the incident and agree what could have been done differently to ensure a more positive outcome. |
| <p>To ensure all pupils have the opportunities and experiences to develop as knowledgeable, respectful and responsible citizens ready for their next stage of education.</p> | <ul style="list-style-type: none"> • The Personal Development plan at Springwood is well thought out and offers all pupils a wide-range of opportunities and experiences which they can build on overtime. • The Personal Development plan supports disadvantaged pupils to experience enrichment opportunities, which they would usually not be able to access, and develop their social confidence and vocabulary range. • Participation in enrichment activities, particularly among disadvantaged pupils, increases through identifying pupils' interests and needs through pupil voice and observations. • Parent partnerships are strengthened through ensuring communication with parents is good; staff communicate directly with parents where/when needed to ensure pupils can access opportunities e.g. to discuss transport needs, collection needs, financial needs, reassure parents etc. |

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| | <ul style="list-style-type: none"> • Pupil voice has increasingly positive impact across the school through its broadening pupil committees e.g. School council, Active Travel, Eco-committee. • Pupil leaders take their roles seriously and all pupils show high levels of respect towards them. • By end of 2026, there will be increased pupil leadership opportunities to demonstrate and support the Core Values of the Academy (PRIDE) e.g. Value Leaders. |
| To improve punctuality and attendance. | <ul style="list-style-type: none"> • Whole academy attendance to be in line with the national average by 2027. • Disadvantaged attendance to be in line with all pupils by 2027. • Persistent absent to decrease with each year and be at least in line with local and national average. • Persistent absence to be significantly below the national measure by 2027. |

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: £65,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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. | EEF Oral Language Interventions <ul style="list-style-type: none"> • Robust CPDL with monitoring and evaluation of the impact. • To embed oracy as part of high-quality classroom discussion and practice including within the English curriculum. • Strong evidence base for high impact on reading. • Ensure opportunities to 'present' are part of the personal development plan and clearly evident across curriculum planning particularly in English. | 1 and 2 £2000 |

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| <p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance to ensure mathematical knowledge and skills are being applied regularly into reasoning.</p> <p>Fund teacher release to embed key elements of the guidance in the academy through CPDL, modelling and coaching.</p> | <p>EEF Improving Maths in the Early years and Key Stage One</p> <p>EEF Improving Mathematics in Key Stages 2 and 3</p> <ul style="list-style-type: none"> • The DFE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. • 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). • Practise, fluency, delving deeper approach embedded (purchase of resources) • Purchase maths subscription to support mastering maths to ensure pupils access reasoning daily at an age-appropriate level | <p>1</p> <p>£2000</p> <p>£2000</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>EEF Phonics</p> <ul style="list-style-type: none"> • Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils to close the attainment gap. <p>EEF Improving Literacy in KS1 Recommendations 3 & 8</p> <ul style="list-style-type: none"> • Robust training programme/ monitoring /evaluation of phonics teaching. • Continue to embed consistent approach to the teaching of phonics through the ACET SSP. • Weekly CPDL (including coaching and team teach) to secure the consistency and impact of highly structured interventions. | <p>1 and 2</p> <p>£10,000</p> |

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| | <ul style="list-style-type: none"> Multi-sensory approach implemented for identified pupils – External professional advice. | £2000 |
| Leadership release time for SENDCo and the Inclusion Team to monitor, evaluate and review provision for pupils with SEND. | <p>EEF Special Educational Needs in Mainstream Schools</p> <ul style="list-style-type: none"> Regular class support to model effective strategies to address identified SEND barriers. Regular support to ensure ALL teachers embed inclusive practice within their delivery of Quality First teaching and wave 1 provision. Organise a structured, efficient approach in the delivery of wave 2 and 3 interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. SENDCO and Principal hold all teachers to account for taking responsibility for all pupils in their cohort to make good progress. | 1, 2 and 3. £10, 000 |
| Purchase of additional reading resources to promote reading for pleasure. | <p>EEF Improving Literacy in KS1 Recommendations 3 & 4</p> <ul style="list-style-type: none"> Promotion of reading for pleasure through additional free reader resources. Using pupil voice to enhance the texts available based on children's interests. Staff to become experts in pupil literature to support talk about reading and supporting recommendations. This is evidenced by Teresa Cremin to support the development of a culture of reading for pleasure. Purchase of additional reading resources to develop the class book choices, ensuring pupils have the chance to read full texts. | 1 and 2 £1000 £3000 £2000 |

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| | <ul style="list-style-type: none"> Books purchased to support reading across the curriculum particularly non-fiction. | £2000 |
| SENDCo/Assistant 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>EEF Special Educational Needs in Mainstream Schools</p> <p>EEF Teaching Assistant Interventions</p> <ul style="list-style-type: none"> Create a positive and supportive environment for all pupils without exception. Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach as best practice. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact. Purchase a targeted maths intervention programme to support rigorous delivery and progress. Purchase a targeted emotional literacy intervention programme. | <p>1, 2 and 3</p> <p>£10,000</p> <p>£2000</p> <p>£2000</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>EEF Improving Social and Emotional Learning in Primary Schools.</p> <ul style="list-style-type: none"> 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). Development of emotional self-awareness plus strategies to support regulation built into all classrooms e.g. zones of regulation. Emotional literacy interventions delivered consistently by trained staff. Resources purchased to deliver this effectively. | <p>3</p> <p>£3000</p> <p>£1000</p> |

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| | <ul style="list-style-type: none"> • CPDL accessed by all staff to ensure a consistent approach and level of understanding across the school. • 1:1 emotional literacy interventions to support the most complex pupils ensuring these approaches meet the specific needs of these pupils. | £3000 |
| Leadership release time for the Personal Development lead to ensure the plan is active and meets the changing needs of the school. | <p>DfE Developing Character Skills in Schools</p> <ul style="list-style-type: none"> • 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. • 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. • Purchase of resources. • Subsidising experiences, visits and opportunities to ensure all pupils can access these. • Ensure parental partnerships are strengthened to ensure all pupils engage with personal development opportunities. • Ensure there is a high emphasis on mental health and well-being. | 4 £5000 |
| Attendance lead release time to ensure attendance is tracked and monitored effectively and parent partnerships are developed effectively. | <p>EEF Supporting school attendance</p> <ul style="list-style-type: none"> • Attendance tracker used to monitor, evaluate and target efficiently and effectively. • Work alongside the EWO and Trust attendance lead to rigorously monitor, support and challenge. • Release time to understand context – why has a pupils’ | 5 £3000 |

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| | <p>attendance reduced? What have we done/can we do to further support this?</p> <ul style="list-style-type: none"> • Release time for the attendance lead to build positive and strong parental partnerships to develop trust in the school; work together to improve attendance. • Purchase of certificates/prizes to celebrate consistently high attendance. • Good attendance is visibly important across the Academy. | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Dyslexia and literacy specific programme delivered to identified pupils through the use of a specialist teaching assistant. | <p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <ul style="list-style-type: none"> • SIT refresher training to ensure Dyslexia specialist staff feel well prepared to deliver targeted intervention. • Resources purchased to ensure the effective deliver of this structured programme. • Pupils with literacy specific needs require a specialised approach to support retention of knowledge. | <p>1, 2 and 3</p> <p>£6000</p> |
| Structured interventions to support catch-up and targeted support for individual pupils. | <p>EEF Making Best Use of Teaching Assistants</p> <p>Dedicated HLTA and TA time to focus on PP children:</p> <ul style="list-style-type: none"> • Addressing misconceptions and misunderstandings. • Keep up sessions. | <p>1, 2 and 3.</p> <p>£15, 000</p> |

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| | <ul style="list-style-type: none"> • Pre-teach sessions • Emotional and social support groups • Targeted support within the classroom including focus groups and as part of adaptive practice – monitoring in place to ensure consistency. • Interventions – fine motor, gross motor, dyslexia programme, emotional literacy, phonics etc. • 1-1 and small group support for identified pupils. • Assistant Inclusion Manager to line manage TAs and ensure training is provided around delivery of interventions. • Assistant Inclusion Manager to be accountable for the quality of wave 2 and 3 interventions ensuring feedback from monitoring has impact and pupils make good progress. • Clear entry and exit points assessed to evaluate effectiveness and impact. • Purchase of ICT based programmes to supplement and add capacity to interventions available for pupils to independently access. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21, 225

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Trust appointed EWO and academy attendance lead. | <p>DFE Working Together to Improve School Attendance August 2024</p> <p>EEF Supporting School Attendance</p> <ul style="list-style-type: none"> • Daily contact with a trusted adult, clear and consistent routines plus pastoral support, | <p>5</p> <p>£10, 000</p> |

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| | <p>particularly at entry point into school, is imperative to improve attendance.</p> <ul style="list-style-type: none"> • EWO home visits support parents/carers to get their child to school. • Readiness to learn, breakfast is served in all classrooms for all pupils daily in collaboration with National School Breakfast Programme. • Readiness to learn, identified pupils enter into a morning sensory circuit or pastoral activity. • Readiness to learn, consistent routines and visual timetables support pupils to be regulated and ready to learn. • Attendance lead develops strong parent partnerships which supports good attendance and punctuality. | <p>£1000</p> <p>£1000</p> |
| <p>Personal development plan considers pupil mental health and wellbeing well.</p> | <p>EEF Support children’s mental health and wellbeing</p> <ul style="list-style-type: none"> • Pupil mental health and wellbeing is high profile in the personal development plan; opportunities and experiences allow pupils to build skills and knowledge over time. • Pupils have wider opportunities to develop strategies for maintaining positive mental health; they know how to to ask for support when needed. • Pupil/parent voice evidences this. • The re-evaluated core values of the academy (TRICK – Teamwork, Resilience, Independence, Courage, Kindness) help pupils to develop the capabilities to become happy, healthy and confident adults in the future. | <p>4</p> <p>£5000</p> |

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| <p>CPDL further develops staff knowledge of how to manage the wide range of needs across the school particularly focusing on specific learning needs including dyslexia.</p> | <p>EEF Behaviour Interventions</p> <ul style="list-style-type: none"> • The use of universal support alongside targeted intervention has a positive impact on pupils' behaviour. • With Me In Mind to support pupil self-esteem. • Specialist teaching assistant to deliver dyslexia/literacy specific teaching and interventions. • CPDL from SIT (Specialist Inclusion Team) to further develop specialist teacher skills. • Further develop adaptive practice to support progress for pupils with learning specific needs e.g. over learning, familiar learning structures. | <p>3</p> <p>£2000</p> |
| <p>Embedding the principles from the DFE's statutory guidance on Working Together to Improve School Attendance.</p> | <p>DFE Working Together to Improve School Attendance August 2024</p> <p>EEF Supporting School Attendance</p> <ul style="list-style-type: none"> • Schools to work in partnership with parents, carers and local authorities to improve attendance. • Attendance lead, Inclusion team and DSL to work together to build strong partnerships and seek support for families and pupils timely. | <p>3 and 5</p> <p>£2,225</p> |

Total budgeted cost: £107, 565

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the Academic year 2024 -25, the increased capacity (through additional SENDCO leadership release) has ensured that the graduated response has continued to be followed in a timely fashion and early identification is a priority. In addition, the SENDCO has centrally prioritised wave 2 intervention delivery across the Academy ensuring all staff are deployed as efficiently as possible to ensure maximum impact; this includes academic, physical, sensory, pastoral and SEMH interventions. This is in addition to wave 1 practice. CPDL delivered by and organised by the SENDCO has supported staff understanding around meeting neurodiverse needs across the Academy. Ofsted recognised us as an inclusive school that cares.

Through the more defined personal development plan including the additional cycle of swimming lessons, enhancements to learning and wide-ranging offer of after school clubs, 75% of pupils accessed an after-school club which remains in line with the previous year and 100% of KS2 pupils attended a sports competition during 2024-25. Confidence is developing with pupils being increasingly proud to share their out of school achievements and inside of school achievements within the celebration assembly each week (PRIDE). Pupil and parent voice informed the focus of the afterschool clubs plus enhancements to these. Clubs continue to be well attended. Personal Development was identified as a strength of the Academy by Ofsted May 25.

The additional leadership time for the phonics, early reading and English lead has ensured the SSP programme has continued to be embedded; assessment has led to effective analysis which has led to pupil gaps being targeted through interventions. 79% of year 2 pupils passed the phonic screener in 24-25 with Y1 results being lower than usual but in-line with GLD outcomes for the cohort. Ofsted identified the consistent delivery of phonics across the curriculum. Assessment has been used well to ensure gaps are identified timely and targeted well through intervention.

Additional English leadership release has ensured the continued process of monitor, evaluate and review could continue to ensure a consistent approach to English across the academy. Through research and training, the curriculum has continued to be further developed using evidence informed approaches. The approach better supports the low executive functioning skills of many of our pupils. Pupil voice continues to be more positive about writing and writing quality continues to improve however this continues to need to catch back up. KS2 writing outcomes were in line with predicted at 53% which is lower than usual however in-keeping with the complex needs of the 19 pupils.

Over 50% of the Academy continue to access 'in class' breakfast in 2024-25 subsidised through the National School Breakfast Programme. This continues to

support readiness for learning. Pupils enjoy entering into breakfast and pupils understand that this breakfast is there for all to access however our disadvantaged pupils are monitored closely to ensure they are accessing breakfast where we know this often doesn't happen at home. Where a pupil enters school late, particularly those that are vulnerable or disadvantaged, breakfast is always offered to ensure all pupils are ready for learning upon arrival. Bagels and cereal also remain available at morning break. This also supports the high sensory profile across the Academy.

The additional subject leader release through the employment of a HLTA has led to curriculum refinement plus increased monitoring and CPDL for staff which has led to a more consistent and evidence-based approach to teaching and learning in each subject area. Teaching and learning were recognised as good by Ofsted. The Academy Improvement Plan 25-26 clearly identifies the subjects which require further development.

Parent voice from 2024-25 states that 100% of parents agreed that their child was taught well; that the school had high expectations of their child's learning; that the school has high expectations of pupil behaviour; that pupil personal development is a core priority for Springwood Junior Academy.

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 |
|--------------------|-----------------|
| TTRS | Maths Circle |
| Spelling Shed | Ed Shed |
| Test base | AQA group |
| Literacy Shed Plus | Ed Shed |