

# Pupil premium strategy statement: Springfield School

This statement details our school's previous (2022-23) and future (2023-24) use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Springfield
Number of pupils in school	1085
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J Wilburn / S Spivey
Pupil premium lead	J Wilburn
Governor / Trustee lead	J Jethwa (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,820
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

At Springfield our overarching aim is to ‘break down the barriers’ faced by many disadvantaged pupils (DP), so that they can thrive within our school community. Ultimately, we want them to do as well, or better, than their non-disadvantaged counterparts and leave school as confident young people, well-equipped and prepared for the next stage of their life.

Our current whole school strategic plan seeks to ensure that all our disadvantaged pupils:

- attend school well and on time each day to ensure that they can access all learning opportunities
- have access to high quality lessons and learning experiences from teachers and staff who really know them, recognise their potential and understand their learning (and other) needs
- meet or exceed our high expectations for their progress across all years
- achieve successful GCSE (or equivalent) outcomes which meet or exceed their non-disadvantaged counterparts
- receive timely support and intervention based on individual/group needs
- receive targeted support from external agencies, charities and professionals, where appropriate
- are encouraged and supported to access to a wide range of extra-curricular activities both within and outside of the school day, including those which seek to broaden their ‘cultural horizons’

## Challenges

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

Challenge number	Detail of challenge
1	<b>Lack of progress/prior knowledge</b> For some disadvantaged pupils in Maths and English a knowledge gap exists between them and others (inc. prior key stage 1 or 2 at primary school). This can lead to lower progress levels across all subjects.

	Literacy/reading levels are also lower overall for our disadvantaged cohort which can create a barrier when trying to access learning and assessments.
2	<b>Attendance barriers</b> Currently our disadvantaged pupils have overall attendance which falls below that of their non-disadvantaged counterparts (DP circa 90%). Lower attendance can significantly reduce access to opportunities and face to face learning, support and intervention. It also compromises the care, guidance and support that we can offer.
3	<b>Learning behaviours</b> Under-developed positive learning behaviours including the ability to: self-regulate; concentrate and organise for some of our disadvantaged students.
4	<b>Social, emotional and mental health concerns (including wellbeing)</b> Some DP students have lower levels of 'wellbeing' including those who are facing the challenges associated with diagnosed SEMH (social, emotional and mental health). This has been exacerbated as a consequence of Covid related closures in recent years.
5	<b>Home life</b> Lack of 'cultural capital'/aspiration and safeguarding/background issues such as attachment difficulties and relational trauma for some DP students. COVID-19 related closure has also impacted in this regard.

## 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
'Progress gap' for all DP students is eliminated across all years (primary focus: English and Maths)	<ul style="list-style-type: none"> <li>Internal data shows a close 'match' at each assessment point, Y11 progress 8 gap is further reduced/eliminated with 36% of our Year 11 DP cohort achieving a strong pass in English and Maths</li> <li>DP students receive timely support and intervention as required</li> </ul>
The attendance of DP students overall reaches at least 92% and persistent absence rate falls to <15% for DP students	<ul style="list-style-type: none"> <li>Attendance improves for targeted individuals (at least 92% overall by July 2024, &lt;15% PA by July 2024)</li> </ul>
All DP students are fully engaged in lessons and enjoying their learning	<ul style="list-style-type: none"> <li>Lesson/student observation and confirm positive engagement in subject areas across all years</li> <li>DP student voice feedback is positive/improving (including 2023-2024 GL PASS survey data)</li> </ul>
DP students with recognised SEMH needs receive timely support and intervention	<ul style="list-style-type: none"> <li>All DP students with SEMH receive appropriate support and intervention as provided internally or from external agencies</li> </ul>

<p>DP students actively participate in wider school life such as extra-curricular events/clubs and wider learning opportunities</p>	<ul style="list-style-type: none"><li>• Equitable representation in the School Council and house leadership for DP</li><li>• Participation rates are high for DP students in all clubs/trips/events with all students having taken part in at least one trip and one club during the academic year</li><li>• DP students access bespoke interventions to support individual and group needs</li></ul>
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## Activity in this academic year (2023-24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A DP Co-ordinator is retained to champion and oversee activities and interventions used to support disadvantaged pupil progress, e.g. Girls Networking and Brilliant Club programmes.	<p>Single point of expertise/contact for staff provides clarity and consistency regarding progress, care and interventions.</p> <p>New opportunities are researched and facilitated for the benefit of our disadvantaged students.</p>	1 - 5
SEN staffing/capacity increased to support alternative provision, ELSA and neuro-developmental (ND) pathways work	Better self-regulation and learning behaviours/academic progress	1, 3
<p>Routine and ongoing staff training (externally and internally provided) to support 'quality first teaching and support' to include:</p> <ul style="list-style-type: none"> <li>• SEN: 'Ordinarily Available Provision'</li> <li>• Feedback systems</li> <li>• Metacognitive approaches</li> <li>• RRS ('ready, respectful, safe' relational approaches)</li> <li>• Mastery learning</li> </ul>	<p>EEF identifies feedback and metacognitive approaches as 'high impact/low cost interventions'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 3
Subject specific support staff (HLTA/LSA) recruited/retained to support Maths and English teams/groups/individuals	Positive improvement/individual results reflect the previous impact of this work	1, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> 1:1/small group tuition, teaching assistant interventions both have positive impact (+4) at relatively low cost	
Dedicated (Deputy Headteacher) leadership time to set and drive strategic aims/priorities	Broad collective impact whilst driving forwards CPD, interventions, extra-curricular activity. Clear expectations and management/accountability of staff shown to have positive impact.	1-5
Employ/deploy/retain an expert literacy coordinator to develop literacy/reading/oracy skills for all DP students	The reach of the literacy coordinator impacts on all staff through staff developments and initiatives. Resources are created and shared with staff for daily usage to support this low cost/high impact strategy area. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> (reading comprehension strategies, oral language interventions) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Procure (proportional %) online support resources such as: GCSE Pod, SPARX Maths, language hubs, Accelerated/Star Reader	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> This style of accessible online resource provides a platform for independent learning and 'deliberate practise'	1, 3
Modified school day to support and extension in tutor time and at the end of the day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1,3, 4

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DP students receive targeted small group intervention and support (Maths and English) based on clearly identified needs/diagnosis (includes funding of NTP tutors)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> EEF identify this as a 'high impact' intervention in the PP 'toolkit'	1, 3
Targeted DP students receive 1:1 academic mentoring via external providers including: the 'Brilliant Club' and EBP Mentoring programmes	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Feedback from these programmes is highly positive with almost all students reporting improvements in attitudes to school and self (PASS survey data). Progress data from 2022-23 also supports this approach.	1, 3
DP Students in year 11 receive study/revision support/training from experts such that they are 'exam ready'	PASS data, student voice has been positive in previous years <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 3
Year 11 students receive targeted intervention during off-site booster classes	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3
Peer Tutoring - training for 'peer leaders/mentors' e.g. 'reading ambassadors'	High impact area at relatively low cost when well managed/deployed <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	1, 3
DP students have access, if required, to the most appropriate curriculum (including alternative provisions) e.g. vocational P/T college courses and small group functional Maths/English	Student/parent voice feedback Very low previous NEET rates for our school (2022-23 impact)	1, 2, 3, 4
Digital/independent learning supported e.g. provision of laptops and online learning platforms (e.g. Academy 21, GCSE Pod, SPARX Maths)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1, 3
Students are provided with practical resources to support/facilitate learning e.g.	Previous years evidence shows us that if we remove the 'barrier' of equipment then we can start lessons	1, 3

laptops/revision cards/guides, subject specific resources (e.g. Art/Photography)	positively and build skills and confidence	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DP students are encouraged and supported (financially if required) to participate in a wide range of extra-curricular events/ trips/activities (e.g. funded weekly sailing sessions)	Improved wellbeing and 'attitudes to self and school' (PASS Data) Progress in academic subjects (where trips/events support the curriculum e.g. Geography)	2-5
All DP students are offered breakfast each day before normal school hours (with staff support)	Lower repeated poor behaviour for students who are better self-regulated Breakfast club can have a positive impact on rates of attendance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	2-5
DP students receive SEMH/behaviour support as required using internal/external providers. This includes targeted support (e.g. Pastoral Manager interventions, ELSA, MABS, MHST)	Greater engagement coupled with previous reduction in incidences of poor behaviour and rates of suspension <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3, 4, 5
Targeted students receive support to build aspiration and gain a greater understanding of the real world of work e.g. 'Girls Network'/EBP work experience, Brilliant Club	EBP/GN feedback shows improvements in attitudes to self and school plus aspirations for the future <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	3, 4, 5
Recruitment of a dedicated Attendance Intervention Manager	individual student and family interventions are starting to have a positive impact on school attendance	
Attendance improvement is facilitated for all DP students to reduce the rate of persistent	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-</a>	2



absence including the use of new rewards and Classcharts systems	<a href="#">full-attendance-actions-for-schools-and-local-authorities</a>	
Increase opportunity for parental engagement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Well engaged parents can have a significant impact on student attendance and progress	
Year 6-7 transition 'Summer School'	This opportunity develops confidence and skills for DP students which are invaluable as they embark on their secondary school careers. Parent and student feedback is highly positive for this extra curricular activity. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	All
Recruitment of a Careers advisor	Improved/eliminated DP NEET students. Improved and targeted CEIAG for all DP students leads to greater aspiration and clarity of goals.	All
NEET (Not in education, employment or training) intervention work supported for DP students as required	All students involved in this programme avoid being NEET (destinations data)	All
Contingency for acute issues as and when they arise	Experience tells us that we may need to be 'light-footed' and fund, if necessary, additional new and/or unforeseen interventions	All

**Total budgeted cost: £ 260,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Year on year improvements for DP in Maths with progress 8 score improving to -0.64 from -1.15 (21/22), 9-4 grades were 46% up from 38% (21/22)
- English progress 8 score improved to -1.00 from -1.36 (18/19)
- EBACC entry rate remains high for DP's
- Student voice feedback (Dec 2022 PASS - Pupil Attitudes to Self and School) shows good or better feelings about school for disadvantaged pupils when compared with equivalent national benchmarks
- Bespoke interventions - Students who took part in any one of our targeted group interventions were positive about the impact on both attitudes to school and academic progress (for example, all our year 9 'Brilliant Club' students graduated and thrived on the programme, Girls Network highly positive student voice feedback)
- 80% of our Y11 EBP/DP Mentoring group significantly improved grades between mock and actual exams
- Wider spend on staff provided greater opportunities for individual and group interventions to support SEMH and attendance improvements for groups and individuals
- Whilst a progress gap still exists between DP students and the others there is evidence that where students took exams (including functional Maths/English) our strategies have had a positive impact
- At key stage 3 we saw positive year on year progress and closing gaps as a consequence of our actions with an average of 10% improvement over the year across years 7-9 (on track or exceeding)
- DP students in receipt of alternative provision (on and off site) also made good progress, with a number achieving qualifications in functional Maths and English at level 1 and/or 2
- All of our DP cohort were confirmed in education, employment or training at the time of updating this statement - October 2023` (not NEET)

### 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
Brilliant Club	<a href="https://thebrilliantclub.org/">https://thebrilliantclub.org/</a>
Girls Network	<a href="https://www.thegirlsnetwork.org.uk/">https://www.thegirlsnetwork.org.uk/</a>
EBP Mentoring	<a href="https://www.ebpsouth.co.uk/for-schools/mentoring/">https://www.ebpsouth.co.uk/for-schools/mentoring/</a>
Activ8 Summer club (Y6)	<a href="https://www.activ8forkids.co.uk/classes/holiday-clubs/">https://www.activ8forkids.co.uk/classes/holiday-clubs/</a>

## Further information (optional)

We keep our strategy under regular review using the helpful EEF guidance tools and documents. We maintain an 'open mind' regarding any reasonable (evidence based) idea or intervention that may support our disadvantaged cohorts through all school years. Since the pandemic **we are seeking to** re-establish some of our most successful group interventions such as the Girls Network which targets Y10/11 girls, providing 1:1 mentoring from carefully chosen successful, professional women.

We know though that it is the quality of teaching in each lesson of the day that has the largest effect size on student outcomes. We have therefore continued to invest in high quality CPD for staff at all levels.

Where individuals and groups need additional support we have generally chosen to recruit and spend on 'in house' staff rather than paying for external tutors (we found that the reliability and availability of external providers such as those identified through the National Tuition Programme was prohibitive).