

Pupil premium strategy statement – Springwood Heath Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2027 2027 - 2028 2028 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	H Bloxam
Pupil premium lead	H.Bloxam
Governor / Trustee lead	R Lovegrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,390

Part A: Pupil premium strategy plan

Statement of intent

At Springwood Heath Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, have access to a high-quality education and the support they need to achieve their full potential.

We recognise that disadvantaged pupils can face a range of barriers to learning, including lower starting points, communication and language difficulties, reduced access to enrichment opportunities, attendance concerns, social, emotional and mental health needs and wider family challenges. These barriers can impact engagement, attainment, wellbeing and future life chances.

A significant proportion of disadvantaged pupils at Springwood Heath Primary School also have special educational needs and disabilities. As our Enhanced Resource Provision continues to expand, an increasing number of pupils require highly adaptive teaching approaches, specialist support and carefully planned interventions to enable them to access learning successfully.

Our strategy is based on the principles of:

- High-quality teaching for all pupils.
- Early identification of need and timely intervention.
- Evidence-informed decision making.
- Strong partnerships with families.
- High aspirations and expectations for every child.
- Developing the knowledge and expertise of staff to meet the increasingly complex needs of our pupils.

Through the strategic use of Pupil Premium funding, we aim to:

- Improve outcomes in communication, reading, writing and mathematics.
- Improve attendance and engagement with learning.
- Support emotional wellbeing, self-regulation and readiness to learn.
- Ensure disadvantaged pupils can access a broad range of enrichment opportunities and experiences.
- Develop staff expertise through specialist professional development and external training.
- Reduce barriers to learning so that disadvantaged pupils make strong progress from their individual starting points.

We will regularly review the impact of our provision through attainment data, attendance information, curriculum monitoring, pupil voice, family engagement and

wider outcomes to ensure funding is used effectively and has the greatest possible impact on disadvantaged pupils.

Challenges

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

Figures in brackets exclude ERP pupils who access alternative assessment pathways and therefore do not have equivalent mainstream assessment data.

Challenge number	Detail of challenge
1	<i>Attendance - double disadvantaged (ERP and PP) attendance is 84.6% compared with 95.9% national. Persistent absence for double disadvantaged pupils is 57.1%. (Disaggregated disadvantaged attendance 93.3%; persistent absence 20.5%.)</i>
2	<i>Reading attainment remains a challenge for disadvantaged pupils. Internal assessment data indicates that 38% (55%) of disadvantaged pupils in KS2 are working at or above age-related expectations compared with 63% of disadvantaged pupils nationally. Vocabulary development, language acquisition and reading comprehension continue to present barriers to achievement.</i>
3	<i>Writing attainment remains a challenge for disadvantaged pupils. Internal assessment data indicates that 28% (41%) of disadvantaged pupils in KS2 are working at or above age-related expectations compared with 60% of disadvantaged pupils nationally. Communication needs, vocabulary development and transcription skills continue to affect attainment across the curriculum.</i>
4	<i>Mathematics attainment remains a challenge for disadvantaged pupils. Internal assessment data indicates that 36% (52%) of disadvantaged pupils in KS2 are working at or above age-related expectations compared with 62% of disadvantaged pupils nationally. Mathematical fluency, reasoning and problem-solving remain areas for continued development.</i>
5	Some disadvantaged pupils experience social, emotional and mental health needs, emotional regulation difficulties, anxiety, attachment needs and wider family challenges, which can affect attendance, engagement and readiness to learn.
6	A significant proportion of disadvantaged pupils also have SEND and access the Enhanced Resource Provision. The continued expansion of the ERP has increased the complexity of pupil need across the school, requiring ongoing investment in specialist training, adaptive teaching and targeted support.

7	Some disadvantaged pupils have fewer opportunities to access enrichment activities and experiences beyond school. Additional support is required to ensure all pupils can participate fully in educational visits, wider curriculum opportunities and experiences that broaden aspirations and develop cultural capital.
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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
Disadvantaged pupils with EHCPs, attend school regularly and engage consistently with learning.	<ul style="list-style-type: none"> ➤ Overall attendance for disadvantaged pupils is maintained above 95%. ➤ Attendance for double disadvantaged pupils improves from 84.6% towards school and national averages. ➤ Persistent absence for disadvantaged pupils and double disadvantaged pupils reduces year on year. ➤ Increased parental engagement with attendance support and early help processes. ➤ Pupils access a greater proportion of learning opportunities and interventions.
Disadvantaged pupils develop secure reading skills which enable them to access the wider curriculum successfully.	<ul style="list-style-type: none"> ➤ The percentage of disadvantaged pupils working at or above age-related expectations in reading increases over the duration of the strategy. ➤ The attainment gap between disadvantaged pupils and national disadvantaged outcomes reduces year on year. ➤ Pupils receiving targeted reading interventions make accelerated progress from their starting points. ➤ Internal assessment demonstrates improvements in vocabulary, comprehension and reading fluency. ➤ Pupil voice demonstrates increased confidence and enjoyment in reading.
Disadvantaged pupils write with increasing accuracy, confidence and independence across the curriculum.	<ul style="list-style-type: none"> ➤ The percentage of disadvantaged pupils working at or above age-related expectations in writing increases over the duration of the strategy. ➤ Gaps between disadvantaged pupils and national disadvantaged outcomes reduce.

	<ul style="list-style-type: none"> ➤ Internal assessment demonstrates improved transcription, sentence construction, grammar and composition. ➤ Pupils demonstrate increasing stamina and independence when writing across the curriculum. ➤ Improved outcomes are evident in both mainstream and adapted curriculum pathways.
Disadvantaged pupils develop secure mathematical understanding, fluency and problem-solving skills.	<ul style="list-style-type: none"> ➤ The percentage of disadvantaged pupils working at or above age-related expectations in mathematics increases over the duration of the strategy. ➤ Disadvantaged pupils make at least expected, and increasingly accelerated, progress from their individual starting points. ➤ Internal assessment demonstrates improvements in fluency, reasoning and application of mathematical concepts. ➤ The attainment gap between disadvantaged pupils and national disadvantaged outcomes reduces.
Disadvantaged pupils demonstrate positive wellbeing, emotional regulation and readiness to learn.	<ul style="list-style-type: none"> ➤ Improved engagement, behaviour and attitudes to learning are evident through school monitoring. ➤ Reduction in learning time lost due to emotional, behavioural or social barriers. ➤ Positive pupil voice and wellbeing measures. ➤ Increased participation in classroom learning, wider curriculum activities and enrichment opportunities. ➤ Pupils demonstrate improved self-regulation and resilience within school.
Staff expertise continues to develop in line with the expanding ERP and the increasingly complex needs of disadvantaged pupils.	<ul style="list-style-type: none"> ➤ Staff report increased confidence in meeting the needs of disadvantaged pupils with SEND. ➤ Monitoring demonstrates consistently effective adaptive teaching across the school. ➤ Specialist CPD is successfully implemented and embedded into classroom practice. ➤ Pupils access learning more successfully through high-quality adaptive teaching and targeted support. ➤ Disadvantaged pupils, including those accessing the ERP, make strong progress from their individual starting points.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist out-sourced CPD linked to adaptive teaching, communication and interaction, autism, sensory regulation and meeting the needs of pupils within the expanding ERP.	The EEF identifies high-quality teaching as having the greatest impact on pupil outcomes. Effective professional development improves teacher knowledge, classroom practice and outcomes for disadvantaged pupils, particularly those with SEND.	2, 3, 4, 5, 6
Develop staff expertise through coaching, mentoring and induction support for new staff joining the school and ERP.	Effective professional development improves teaching quality and consistency. Coaching and ongoing support help embed new approaches and improve classroom practice over time.	5, 6
Deliver CPD focused on reading, vocabulary development and disciplinary literacy to improve reading outcomes for disadvantaged pupils.	Research suggests that explicit vocabulary instruction, structured literacy approaches and reading comprehension strategies can have a positive impact on pupil progress.	2
Deliver CPD focused on writing, grammar, modelling and transcription skills to strengthen teacher expertise across the curriculum.	High-quality teaching of writing improves pupils' ability to communicate ideas effectively and supports attainment across the wider curriculum.	3
Develop mathematics pedagogy through subject leadership, coaching and professional development focused	Evidence suggests effective mathematics teaching has a positive impact on pupil attainment, particularly when teaching focuses on fluency, reasoning and problem-solving.	4

on fluency, reasoning and problem-solving.		
Release leaders to monitor, evaluate and improve provision for disadvantaged pupils through learning walks, data analysis, pupil voice and coaching.	Effective implementation and evaluation ensure that strategies are consistently delivered and refined to maximise impact for disadvantaged pupils.	1, 2, 3, 4, 5, 6

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

Budgeted cost £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted reading interventions to improve fluency, comprehension and vocabulary development for disadvantaged pupils.	Evidence indicates that targeted literacy interventions can accelerate progress when matched closely to pupils' identified needs.	2
Provide small-group and one-to-one support for pupils identified through assessment as requiring additional reading, writing or mathematics support.	Small-group tuition and structured intervention are associated with positive impacts on pupil progress when delivered by trained staff.	2, 3, 4
Provide additional phonics and early reading support for disadvantaged pupils who require intervention beyond universal provision.	Phonics approaches have a strong evidence base and are particularly effective when delivered systematically and consistently.	2
Deliver mathematics intervention programmes focused on number fluency,	Targeted mathematics interventions can help pupils address misconceptions and develop confidence in applying mathematical knowledge.	4

reasoning and problem-solving.		
Use assessment information to identify pupils requiring additional support and provide personalised intervention programmes.	Diagnostic assessment helps ensure interventions address specific learning gaps and barriers to achievement.	2, 3, 4
Provide communication and language support for disadvantaged pupils with identified speech, language and communication needs.	Communication and language interventions can positively impact curriculum access, literacy development and overall engagement with learning.	2, 3, 6

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

Budgeted cost: £ 50,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a whole-school wellbeing toolkit through Zones of Regulation.	Approaches that develop self-regulation and emotional awareness can improve behaviour, engagement and readiness to learn.	1, 5
Develop and embed sensory spaces and regulation strategies across school to support pupils with sensory processing and emotional regulation needs.	Supporting pupils to regulate their emotions and sensory needs can improve engagement, participation and access to learning.	1, 5, 6
Purchase and develop playground sports equipment and structured play opportunities to promote physical activity, social interaction, emotional wellbeing and positive behaviour.	Physical activity has been associated with improvements in wellbeing, behaviour and engagement in learning. Structured play opportunities can support social development, communication skills, self-regulation and positive peer relationships, particularly for disadvantaged pupils.	5, 7

Strengthen partnership work with families through regular communication, attendance meetings and support plans.	Strong family-school relationships are associated with improved attendance, engagement and academic outcomes, particularly for disadvantaged pupils.	1, 5
Work with external agencies, including health professionals and Early Help services, to support persistent absentees and vulnerable families.	Multi-agency approaches can improve attendance, engagement and support for pupils facing complex barriers to learning.	1, 5
Provide financial support for educational visits, curriculum enrichment and wider school experiences.	Access to enrichment activities can improve engagement, aspiration, cultural capital and participation in school life, particularly for disadvantaged pupils who may have fewer opportunities outside school.	7
Provide resources and targeted support to improve pupils' wellbeing, emotional resilience and readiness to learn.	Social and emotional learning approaches have been shown to support engagement, behaviour and academic progress.	5
Support access to extracurricular activities and wider school opportunities for disadvantaged pupils.	Participation in wider opportunities can improve confidence, attendance, motivation and social development.	5, 7

Total budgeted cost: £ 110,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our evaluation draws on statutory outcomes, school assessment information and wider pastoral/behaviour and wellbeing indicators. While outcomes in the early years and KS1 show stronger progress, performance by the end of KS2 remains below national averages and is closely linked to lower attendance for a significant proportion of disadvantaged pupils—particularly those experiencing *double disadvantage* (Pupil Premium plus EHCP/resource provision.)

We have used a triangulated approach, drawing on:

1. Statutory assessment data

KS2 outcomes (reading, writing, maths) and phonics/early years outcomes (where applicable) to evaluate end points and attainment gaps.

2. Summative and formative assessment information

- Termly/scheduled summative assessments and standardised checks (where used) to track attainment and progress from starting points.
- Ongoing formative assessment (teacher assessment, conferencing, books, questioning and retrieval practice) to identify misconceptions and gaps early.

3. Wider school information impacting performance

- Attendance and persistent absence analysis, including patterns by pupil group (PP, PP+EHCP/resource provision).
- Behaviour, wellbeing and engagement information (classroom observations, pastoral records, pupil voice, parent feedback).
- Provision mapping and intervention tracking to evaluate impact and value for money.

Main target from last year's pupil premium strategy

Target: *Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.*

Assessment of progress: met

- Evidence from early years/KS1 indicates stronger language development and improved readiness for reading and writing.

- However, language and vocabulary gaps continue to contribute to weaker comprehension and writing outcomes for some disadvantaged pupils in KS2, particularly for pupils with lower attendance and/or complex needs.

Working well

- Early years and early reading focus: improved readiness for learning, early language development and stronger phonic foundations for disadvantaged pupils (evidenced through EYFS/KS1 outcomes and internal assessment).
- Targeted support and intervention: more pupils meeting end-of-year expectations in the early phases when intervention is timely and matched to need.
- Inclusive practice and support for complex needs: where attendance is more secure, pupils with additional needs make better progress from their starting points.

Not yet working well enough – part of new strategy

- Attendance for disadvantaged pupils (especially double disadvantage): attendance remains well below national, limiting access to learning time and contributing to weaker KS2 outcomes.
- KS2 attainment gaps remain too wide: reading comprehension, writing accuracy/stamina and mathematical fluency/reasoning are not yet strong enough for a significant proportion of disadvantaged pupils to reach the expected standard.
- Consistency over time: the impact of interventions is reduced when attendance is inconsistent and when learning gaps compound across years.