



Pupil Premium Strategy Statement – Springwood Infant School 2025-26 to 2027-28

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	Springwood Infant School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2027-28
Date this statement was published	September 2025, updated February 2026
Date on which it will be reviewed	Annually (however actions are ongoing) Updates to be provided at FGB.
Statement authorised by	FGB
Pupil premium lead	Jo Livingstone
Governor / Trustee lead	Andy Brown and Alison Syred-Paul

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,965.00
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil Premium Strategy Plan

Statement of intent

At Springwood, our core values are:

- Staying Safe
- Treating Each Other as you Wish to be Treated
- Trying Your Best and Being Proud

Therefore, we aim to develop responsible, self-regulated and self-motivated children.

Children in Springwood rapidly develop a love of learning and are aspirational. Therefore, our aim is to use the pupil premium funding to ensure that all disadvantaged children progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. Thus sustaining positive outcomes.

Although Springwood's strategy is focussed on the needs of disadvantaged children, it will benefit all pupils in our school where funding is spent on whole school approaches.

How we support Every Child's Learning Journey

We believe every pupil deserves the opportunity to thrive and reach their full potential. Our curriculum is designed to support all children, including those with special educational needs and disabilities (SEND) and those eligible for pupil premium (PP), ensuring they make strong progress from their individual starting points.

We personalise learning to meet the unique needs of each child. This includes a range of tailored approaches and resources, such as our 'Palette of Provision,' which helps us provide the right support for pupils with complex needs.

Our teachers carefully plan lessons to build on what pupils already know and can do, making sure learning is accessible, engaging, and challenging. We regularly assess pupils' progress to identify any gaps in learning and intervene quickly to help children catch up.

We also provide additional opportunities beyond the classroom, including after-school clubs and enrichment activities, to support pupils' wider development and enjoyment of learning.

We work closely with parents and carers to keep you informed about your child's progress and how you can support their learning at home. Together, we create a positive and inclusive school community where every child feels valued, safe, and proud of their achievements.

Curriculum Outcomes and Progress

We believe that assessment is an integral part of the learning journey, helping us ensure that every pupil makes strong progress from their individual starting points.

Our teachers use ongoing, formative assessment to monitor pupils' understanding and skills throughout each topic. This continuous assessment allows them to identify any gaps in learning early and adapt teaching to support all pupils effectively.

We also use information from previous assessments, including those from transition points and the prior year, to build a clear picture of each pupil's needs. This comprehensive approach ensures that assessment is meaningful and supports smooth progression through the curriculum.

Outcomes are designed to give pupils opportunities to demonstrate their learning independently. These carefully planned outcomes shape our assessment practices, focusing not just on memorising facts but on applying knowledge and skills confidently and creatively.

By using assessment as a tool for learning, we ensure that pupils are well-prepared for the next stages of their education and develop the confidence and competence to succeed.

Some of the above approaches include:

- Quality Teaching First
- Differentiation and variation according to individual's needs to ensure there is improved progress alongside their peers
- Opportunities that enable off track/not making expected progress children to close gaps in skills and understanding.
- Teachers reshaping learning in the moment so children are enabled to secure skills and make rapid progress.
- The use of Quality Text Drivers for the stimulus for the vast majority of learning journeys for reading and writing
- Long term Curriculum Map and home learning (equipping children with the knowledge and cultural capital they need to succeed in life)
- Embedded use of the Reading for Comprehension Toolkits (also used to support the reading part of the writing learning journey)
- Specific teaching of vocabulary across all subjects (red, amber and green)
- Home learning policy
- Access to books to support the wider curriculum
- Working walls to share the learning journeys and to capture key learning across subjects
- Laptops assigned to families who need support.

This strategy is integral to the School Improvement Plan

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes</p> <p>Many of our Pupil Premium Children have dual characteristics (e.g. are on the SEND register and some have reduced timetables), so the wider context must be considered. The January 2026 census identified 145 pupils, 49% (27/55) are PP and SEND (double disadvantaged)</p>

	<p>Post Covid has shown a marked increase in the numbers of pupils requiring significant additional support. We need to continue to build capacity in our school to meet the needs of disadvantaged children, ensuring all make good progress from their starting points.</p> <p>Teachers need to consistently support pupils to develop independent skills and precision so that children make rapid progress.</p>
2	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 89-90.1% However, this does include children with reduced timetables. The overall figure for disadvantaged pupils for 2024-25 was 89.2% with reduced timetables, 96% without reduced timetables. Therefore, our target was met for 2024-25 which was 95%. Non disadvantaged attendance was 94.9% with reduced timetables, 95.9% without reduced timetables.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress, whether it is social and emotional and/or academic.</p>
3	<p>Empowering parents and carers to support the child's emotional wellbeing within the home and school</p> <p>At Springwood, we recognise that parents looking after their family's wellbeing is very important. Families all need some help from time to time due to life changes or events.</p>
4	<p>Cultural Capital</p> <p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p> <p>Infant Summer 2025 pupil survey evidenced that the children take part in school activities outside of lessons, like clubs, supports, music and art sometimes 28%, not very often 7% and never 44% (total – 79%)</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
<p>1. Outcomes</p> <p>Meeting the Needs of all our Pupils</p> <p>To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for Non SEND pupils at least meet the National Average at ARE and Greater Depth</p>	<p>The percentages below include SEND pupils; further breakdowns will be made during the termly data drops.</p> <p>By the end of EYFS: In Reading, TBC of pupils to meet their ELG</p>

<p>Aspirational target over time will be for 100% of Non-SEND pupils to meet ARE.</p> <p>We believe this will be a three year journey and we are commencing on our third year.</p> <p>To improve attainment in reading, writing, mathematics and the wider curriculum so that outcomes for targeted SEND pupils meet Age Related Expectations</p> <p>Children with Cognition and Learning as their Primary Need, at least one year's progress is made in every strand.</p> <p>Aspirational expectations are in place for children with EHCPs. Outcomes, provision and short-term targets are understood by adults in the year team, utilised in planning and progress tracked.</p> <p>We believe this will be a three-year journey and we are commencing on our third year.</p>	<p>In Writing, TBC of pupils to meet their ELG In Maths, TBC of pupils to meet their ELG</p> <p>By the end of Year 1: In Reading, 71% of pupils to meet ARE In Writing, 64% of pupils to meet ARE In Maths, 77% of pupils to meet ARE</p> <p>By the end of Year 2: In Reading, 69% of pupils to meet ARE In Writing, 63% of pupils to meet ARE In Maths, 71% of pupils to meet ARE</p>
<p>2. Attendance Attendance meets national expectations for PP pupils, particularly in light of current National challenges</p>	<p>Disadvantaged children's attendance is sustained from 2025-26 and 95%+.</p> <p>Therefore steps to success: 95%+ sustained from 2025-26 <i>(note 2022-23's target was 93% which was achieved, 2023-24's was 94% which was achieved and 2024-25's was 95% which was achieved).</i></p> <p>In cases where attendance is below the national average (or target for the academic year), the school can evidence gains for those children.</p> <p><i>Note -The Attendance Action Plan details specific actions and further Success Criteria</i></p>
<p>3. Empowering parents and carers to support the child's emotional wellbeing within the home and school</p>	<p>Support children to recognise their emotions by using zones of regulation. -Behavioural incidents reduce for disadvantaged pupils</p>

	Target families through the 'INclude Me' Program
<p>4. Cultural Capital Disadvantaged pupils are given more opportunities to attend school trips and residential.</p> <p>Provide three additional clubs (run by staff members) for at least six weeks and ensure the is fair representation of PP families and children with SEND: School Clubs -Environmental -Art/Sports -Drama and Singing</p>	<p>-Whole school curriculum identifies experiences for children -PP funding supports families to access wider experiences -Pupil conferencing evidences opportunities given -Pupil Questionnaire in Summer 2026 evidences an improvement from responses from Summer 2025.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000 (approx.)

Activity (Area of Focus in line with the SIP)	Evidence that supports this approach <i>EEF Documentation consulted:</i> -Metacognition and self-regulated learning -Pupil Premium Guide Putting Evidence to Work – A School’s Guided to Implementation	Challenge number(s) addressed
Developing High Quality Teaching: -English and Maths leaders attend termly core provision for their subjects and disseminate the training for all staff through PDMS, phase team meetings, INSET days as well as TA training - Implement new EEF Maths Curriculum - Implement Oracy into the classroom - Termly visits from LLP on identified SIP Strands - Deputy Headteacher to use ongoing CPD to coach and monitor ECTs and teachers so that teacher’s use metacognitive strategies to enable children to plan, monitor and evaluate their learning	Education Endowment Foundation (EEF) recommends high quality CPD to ensure teachers are highly skilled so that teachers’ use AfL, formative assessment and knowledge of the pupils’ learning to shape planned learning opportunities and task design so that misconceptions are addressed in a timely manner and pupils make strong progress. EEF - Metacognition and self-regulated learning The Inclusive Classroom by Daniel Sobel and Sara Alston Reaching the Unseen Children – Jean Gross	1

<p>To deliver Professional Development Meetings throughout the year with specific focus on:</p> <ul style="list-style-type: none"> -No Lost Learning Time -Is it Right for Everyone -Progress for All - Additional training for all staff across all roles to support 'Meeting the Needs of our most Vulnerable Pupils) (Key Objectives Three and Four) 		
		1
<p>Termly pupil progress meetings focus on pupil premium children to enable teachers to review progress and provision and make adaptations to meet individual needs</p>	<p>Data analysis, including capturing of finer points of progress, will ensure that teaching is targeted to close gaps in learning</p>	1
<p>Termly use of Year 1 Phonics Decoding Check and End of Year 2 tests for Year 2 to be used as an additional tool to identify gaps in learning</p>	<p>EEF Maximising Learning document supports diagnostic assessment to ensure misconceptions are addressed and gaps are closed</p>	1
<p>Continue to embed the phonics teaching of Essential Letters and Sounds (ELS) from EYFS to Year 2 to develop early reading and spelling</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £30,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing High Quality Teaching: INSET Days x 2 – Oracy and Maths.</p> <p>DHT attending Oracy Training</p> <p>Maths Lead attending EEF Maths Training</p>	<p>EEF Documentation consulted: -Metacognition and self-regulated learning -Pupil Premium Guide Putting Evidence to Work – A School’s Guided to Implementation</p> <p>EEF’s ‘Effective Professional Development’</p>	<p>1</p>
<p>PPRs identify ‘at risk children’. Quality First Teaching:</p> <ul style="list-style-type: none"> • 1:1 word reading • Targeted reading, writing and maths support from pupil progress reviews. Extra support in children’s books is identified and marked as PPRs. • Social skills (lunch time) • Targeted Phonics • Fine and gross motor control • Handwriting and spelling • Maths (areas specific to gaps) • SATs Companion • Oxford Reading Buddy/Owls 	<p>EEF states that “where TAs are working individually/or in small groups with low attaining pupils, the focus should be on retaining access to high quality teaching, for example by delivering brief, but intensive, structured interventions”. PPRs identify how the interventions are to be used and the frequency of the intervention in order for the children to make accelerated progress.</p>	<p>1</p>

Cluster Moderation events at local schools to agree judgements		
Regular supplementary reading for children identified as the lowest 20% of readers	EEF identify reading and discussing books to support and improve literacy skills	1
Personalised Speech and Language interventions for those children whose language skills are not on track INSET – SALT PDM – Occupational Therapist	EEF research highlights the importance of good language skills in order to support learning.	1

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

Budgeted cost: £15,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>EEF Documentation consulted:</p> <ul style="list-style-type: none"> -Metacognition and self-regulated learning -Pupil Premium Guide <p>Putting Evidence to Work – A School’s Guided to Implementation</p>	
<p>Senior Admin Assistants to work with EHT to rigorously implement Attendance and Punctuality Action Plan and offer support to pupil premium pupils at risk of meeting targets, this includes EBSA: 95%+ from 2025-26</p> <p>Interventions/Activities include:</p> <ul style="list-style-type: none"> • Attendance and Punctuality letters 	<p>The Department for Education (DfE) recommendations include “Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through the use of pupil premium funding) to create, build and maintain systems and performance”.</p>	2

<p>and emails detailing actions which will take place so that all parents are clear</p> <ul style="list-style-type: none"> • Termly meetings for EHT at Attendance Hubs • Termly meetings for SAAs at Cluster attendance groups • EBSA interventions from Spring 2 • Breakfast via Activ8 • Daily telephone calls for pupils not in attendance. Home visits to check on welfare if contact cannot be made for two days (in line with Attendance Policy) • Cluster Attendance Leaflet • Friendly phone call • Challenging phone call • Text Messages • Meetings • Letters • Home collections • Home Visits • Support with routines at home and resources • Child and parent agreements • Reward Systems • Referral Level 2 FSS • School Nurse referral • Children Services Referral • Referral to Inclusion • Reduced timetable/ alterations to school timings 		
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<ul style="list-style-type: none"> Assigned Family Key Worker Funding Taxis <p>Assemblies and Facebook also used to promote good attendance</p>		
<p>Families and pupils supported through:</p> <ul style="list-style-type: none"> INclude Me Program Preloved uniform Signposting food banks, local support re energy prices, etc Emotional Literacy Support Assistant (ELSA) programme to support well-being Nurture/Sharing and turn taking groups with targeted pupils Support with lunch times with lunch skills and social skills. Balanced diet promoted through PE, DT and lunchtime expectations 	<p>There is evidence from the EEF that supporting children's social and emotional skills, will result in improved outcomes, e.g. progress and attainment, behaviour and friendships with peers.</p>	3
<p>Children whose parents cannot afford to pay for school trips, afterschool clubs and residential will have their places paid for</p>	<p>All children including those from disadvantaged backgrounds, deserve a well-rounded and broad curriculum with plenty of opportunities.</p>	4

Total budgeted cost: £75,965.00

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 2023-24 academic year.

Outcomes:

Attainment in reading, writing, mathematics and the wider curriculum at least meet the National Average at ARE and Greater Depth.

All children make strong progress from their individual starting points.

2025 End of Year Results

EYFS

	GLD	National
All	60%	
PP	50%	
Non PP	66%	
PP (non SEND)	76%	
Non PP (Non SEND)	64%	

Year One

% of pupils on track to meet end of year expectations		June 2025	Combined 2025	National 2025	National Combined 2025
Phonics	Actual	32+ - 75% (36/48). Note 4 disapplied. <u>So</u> the results would be 82% (36/44) PP - 47% (9/19) Non SEND PP - 100% (8/8) Non PP - 93% (27/29) SEND 19% (3/16) Non SEND - 100% (32/32)		80%	

Attendance meets national expectations for PP pupils, particularly in light of current National challenges

Attendance 2024-25

(note red is without reduced timetables)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants	93.9	93.2	93.1	93.1	93	92.8

95.9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Juniors	95.5	94.7	94.7	94.6	94.8	94.5

95.8

Year

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
EYFS	92.6	95.1	90.6	87.9	95.4	80.2	95.2
Year 1	93.3	93.3	93.4	90.1	95.4	88.4	95.8
Year 2	92.5	96.3	89.8	89.4	95.1	85	97.2
Year 3	95.1	94.3	96.1	93	97.5	92.6	96.7
Year 4	96.4	97.8	95	96.4	96.3	95.5	97.5
Year 5	93.8	94.4	93.3	90.3	97.3	89.9	96.3
Year 6	92.8	92.5	93.1	90.2	94.9	88.3	95.7

Infants

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
Autumn 1	93.9	96.5	91.9	88.1	97.2	83.6	97.3
Autumn 2	95.5	95.4	91.5	88.1	96.3	84.4	96.5
Spring 1	93.1	95.2	91.6	88.6	96.2	84.2	96.4
Spring 2	93.1	95.1	91.6	89	95.9	84.4	96.4
Summer 1	93	95	91.4	89.2	95.6	85.2	96.3
Summer 2	92.8	94.9	91.2	89.2	95.3	85.4	96
	95.9	96.3	95.6	96	95.9	95.6	96

Juniors

	All	Girls	Boys	PP	Non PP	SEND	NON SEND
Autumn 1	95.5	96.6	94.5	93.8	97.2	93.4	97
Autumn 2	94.7	95.7	93.7	92.9	96.5	92.5	96.4
Spring 1	94.7	95.6	94	92.7	96.9	92.3	96.6
Spring 2	94.6	95.4	93.9	92.4	96.9	92.2	96.6
Summer 1	94.8	95.2	93.9	92.2	96.8	91.7	96.6
Summer 2	94.5	94.8	94.3	92.6	96.5	92.1	96.5
	95.8	96	95.7	95.1	96.6	95	96.8

Behavioural incidents decrease for disadvantaged children

Behavioural incidents captured as a whole federation (infants):

Autumn Incidents – 452

Spring Incidents - 184

Summer Incidents – 189

The low level incidents have significantly reduced from the Autumn Term. This tells us that the right children have IBMPS and we understand that 'Behaviour is a Communication of Need'. What this does not show, is the amount of support some of our children need and how their personalised provision is tracked.

Disadvantaged pupils are given more opportunities to attend school trips, residential and after school clubs

Whole school curriculum identifies experiences for children
[Springwood's Curriculum | Springwood Infant School \(springwoodfederation.co.uk\)](http://springwoodfederation.co.uk)
 PP funding has supported families to access wider experiences, such as the historic dockyard, Titanic Museum.

Autumn 2024

Three clubs in place.
 17 children at the infants.
 PP at the infants 36%, of the children attending the clubs 29% 5/17 are PP.
 SEND at the infants is 24%, of the children attending the clubs, none of the children have SEND.

Spring and Summer 2025

Two clubs in place.
 5 children at the infants.
 PP at the infants 42%, of the children attending the clubs 100% 5/5 are PP.
 SEND at the infants is 27%, of the children attending the clubs, 20% (1/5) of the children have SEND.

Externally provided programmes

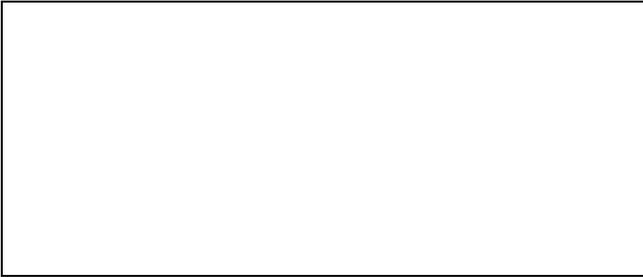
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Oxford Reading Owls/Buddy	
Essential Letters and Sounds	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils from service families are approximately 1%. They are captured in the above analysis. However needs are assessed on a case by case basis.
What was the impact of that spending on service pupil premium eligible pupils?	



Note that Service Pupils are growing across the Federation. The funding and provision will be developed on the Pupil Premium Action Plan. Please book an appointment with Mrs Jo Livingstone if you wish to discuss this further.

Further information (optional)

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