

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Spring Lane Primary School
Number of pupils in school	379 pupils
Proportion (%) of pupil premium eligible pupils	29.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Jones Executive Head
Pupil premium lead	Lindsay Harper Head of School
Governor / Trustee lead	Rob Goldring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium £149,985 Post LAC £23,670
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	Total £173,655

Part A: Pupil premium strategy plan

Statement of intent

At Spring Lane Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Improve outcomes for disadvantaged pupils both within school, locally and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge (July 2024)
1	<p>Significant gaps in attainment in all core subjects</p> <p>There is a significant attainment gap between disadvantaged and non-disadvantaged pupils in the school:</p> <p>Reading: Only 63% of Year 1 disadvantaged pupils passed their phonics screening test (71% non-disadvantaged pupils). 38% of Y2 disadvantaged pupils and 38% of Year 6 disadvantaged pupils achieved the expected standard in reading (Compared to 85% Year 2 and 70% Year 6 non-disadvantaged pupils)</p> <p>Writing: 13% of Year 2 disadvantaged pupils made the expected standard (48% non-disadvantaged), and 50% of Year 6 (61% non-disadvantaged pupils).</p> <p>Maths: 25% of Year 2 disadvantaged pupils made the expected standard (46% non-disadvantaged), and 44% of Year 6 (compared to 68% non-disadvantaged pupils).</p>
2	<p>Special Education Needs</p> <p>18.8% of our PP cohort have additional needs which gives a further barrier to learning (Compared to 14.1% nationally). 9.8% of these pupils have an EHCP (compared to 3% nationally). The needs are predominately social and emotional difficulties and speech, language and communication.</p>
3	<p>Behaviour</p> <p>Behaviour reporting tools (although currently not accurate enough) as well as observations, indicate that a disproportionate number of disadvantaged pupils are not meeting behaviour expectations which therefore impacts on their own and other's learning.</p>
4	<p>Access to wider opportunities</p> <p>Currently our school offers limited opportunities to improve well-being and cultural capital which are two needs in our community. It is crucial that we address this gap to improve well-being and cultural capital. We need to continue building school wide opportunities for our disadvantaged children with access to rich, quality experiences that enhance their learning from first-hand experiences to improve outcomes.</p>
5	<p>Attendance</p> <p>Disadvantaged pupils at Spring Lane currently do not attend well. Attendance is significantly below the national average, with an absence rate of 9.7% (5.9% national). Persistent absence of disadvantaged pupils is almost double the national figure (30.1% compared to 16.2%).</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
Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.	<p>Improvements in provision will be evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and teacher observations. • Appropriate SEND learning plans are consistently implemented in the classrooms (evidenced in learning walks) and SEND analysis indicate that pupils are making progress in their targets. • Observations that show specific pupils demonstrating self-regulation and are using taught strategies to manage. (/behaviour monitoring tools) • At least 20% of disadvantaged pupils engage in additional nurture activities in extra-curricular activities, particularly among disadvantaged pupils
Improved attainment among disadvantaged pupils.	<p>By July 2027:</p> <ul style="list-style-type: none"> • In the Year 1 Phonics screening test, 60% or more disadvantaged pupils meet the expected standard. • Reading outcomes in KS1 and KS2, show that at least 50% of disadvantaged pupils meet the expected standard (increase from 38% 2023-24) • Writing outcomes in KS1 and KS2, show that at least 40% of disadvantaged pupils meet the expected standard (increase from 13% 2023-24) • Maths outcomes in KS1 and KS2, show that at least 50% of disadvantaged pupils meet the expected standard (increase from 25% 2023-24)
Improved standard of behaviour, particularly with our disadvantaged pupils	<ul style="list-style-type: none"> • All pupils understand the school values and are able to show this through their behaviour (Evidenced through learn walks, pupil/staff/parent surveys) • Data analysis shows that negative behaviour incidences reduce over time. • With pupils that require individual behaviour plans, staff appropriately support pupils to achieve their targets.
Improved and sustained good attendance for all, particularly our disadvantaged pupils.	<p>Sustained high attendance by the end of the academic year demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence attendance rate for all pupils being at least 95% • Reduce persistent absentees with disadvantaged pupils from 30.1% to 15%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 39,500

Activity	Evidence that supports this approach	Challenge number addressed
<p>Quality First Teaching CPD and Teaching Assistant CPD</p> <p>3 x INSETs and weekly staff meetings focusing on QFT. Core subject leaders supported through coaching and significant dedicated PPA time (half termly) to drive improvement in their subjects.</p> <p>Teaching Assistants CPD linked to SEND and Behaviour support</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF suggests Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	1, 2
<p>Talk for Writing Training</p> <p>Talk for Writing training tailored to the school's needs, including 1 x INSET for KS1 and KS2 staff and school to school partnership working.</p> <p>Funding for new teachers to attend the baseline T4W training.</p> <p>1x day full training and follow up training for EYFS (Nursery and Reception), using EYFS PP funding.</p>	<p>There is a strong evidence base from EEF that pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Talk for Writing embraces this and through appropriate training and resources children will be able to thrive as writers. Talk for Writing also maximises vocabulary exposure to support reading as a reader and reading as a writer.</p> <p>There is extensive evidence through EEF that high quality vocabulary enrichment children develop as readers and writers.</p>	1, 2
<p>Read Write Inc Training</p> <p>CPD provided by RWI consultant (1 full training day) supporting with teaching and learning in phonics.</p> <p>This will be supplemented by ongoing weekly CPD for all staff delivering phonics to pupils.</p>	<p>The EEF findings show that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	1, 2
<p>Learning Partnership Training</p> <p>(School Cost per CPD session) Following monitoring and evaluation cycles, CPD will be bought to support with staff (teachers and TA's)where needed, specifically focusing on core subjects.</p>	<p>EEF evidence details that supporting high quality teaching is pivotal in improving children's outcomes. Learning Partnership offers the 4 key mechanisms evidenced to be very effective in developing high quality teaching. Learning Partnership gives staff access to a huge range of courses that allow them to build knowledge, generate motivation, develop teaching techniques</p>	1, 2
<p>Specialist Support for SEND Pupils linked to SEMH</p> <p>Jogo Behaviour Support CPD 3 x year linked to SEMH and de-escalation strategies.</p>	<p>EEF notes that behaviour interventions can improve attainment by improving classroom management and pupils' self-regulation. Interventions are most effective when focused on teacher training in effective behaviour management strategies — exactly what Jogo offers. Consistency and clarity in how behaviour is managed across the school is key — supported by whole-school CPD like Jogo's.</p> <p>"Teacher training in behaviour management can have a moderate positive impact on attainment, especially when combined with a consistent whole-school approach." — <i>EEF Teaching and Learning Toolkit</i></p>	1, 2

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

Budgeted cost: 60,000

Activity	Evidence that supports this approach	Challenge number addressed
Additional Phonics Support Additional phonics sessions (daily) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
School Led Tutoring Daily before and after-school booster group sessions run by Teaching Assistants/Teachers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2

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

Budgeted cost: £74,155

Activity	Evidence that supports this approach	Challenge number addressed
Social and Emotional Support Social and emotional support to be further embedded into routine educational practices and supported by professional development and training for staff. SDQs are used to monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as Lego therapy, transition groups and nurture groups.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SE skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment. SE interventions in education are shown to improve SE skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 2, 3
Recruitment of SEND Support Teaching Assistant Lead TA to support the development of inclusion and Speech and Language for SEND pupils across the school		1, 2, 3

<p>Attendance Lead</p> <p>Attendance Lead is to be recruited to support with capacity in implementing the whole school attendance policy.</p>	<p>Parental engagement approaches have an average impact of +4 months' progress. The EEF identifies effective communication with families as key to improving attendance and engagement. A designated Attendance Lead would support the consistency and frequency of communication with families—especially those with disadvantaged pupils at risk of persistent absence. Proactive relationship-building and structured systems for follow-up (e.g. meetings, letters, home visits) are aligned with EEF strategies for parental engagement.</p> <p>“Communicating with parents about attendance, punctuality and routines can help develop shared expectations and tackle persistent absenteeism.” — <i>EEF Guidance: Working with Parents</i> (2018)</p> <p>Successful implementation requires clear roles, responsibilities, and adequate time and resources.” — EEF Implementation Guidance Report (2019)</p> <p>“Effective practice involves a dedicated attendance champion, with the authority to lead change and maintain a culture of high expectations.” — EEF Review on Attendance, 2022</p>	<p>1, 2, 3</p>
<p>Zones of Regulation development to support positive behaviours</p> <p>The PSHE curriculum will be developed to include explicit teaching of the Zones of Regulation in all year groups, enabling children to continually build self-regulation strategies that support their readiness to learn.</p>	<p>The EEF Toolkit shows that SEL programmes—like Zones of Regulation—have a moderate, positive impact on both academic outcomes and behaviour. These approaches are particularly effective when taught explicitly and integrated into the curriculum across all year groups. Key elements include helping pupils understand and manage emotions, develop self-awareness, and improve social interaction—core aims of the Zones of Regulation.</p> <p>“SEL approaches that explicitly teach pupils strategies for self-regulation and emotional understanding are particularly beneficial.”</p> <p>— EEF Teaching & Learning Toolkit: Social and Emotional Learning</p>	<p>1, 2, 3, 5</p>
<p>Extra-curricular activities</p> <p>Costs of extracurricular activities/trips/residential are subsidised for families who require financial support. Examples include music lessons, day trips, residential trips in Y3,4 and 6, swimming lessons, sports clubs, arts clubs etc. Activities are selected to meet the needs/aspirations of individual children.</p> <p>Music tuition for 12 disadvantaged pupils, who have a SEMH need, will be implemented weekly.</p>	<p>Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children</p>	<p>1, 4, 5</p>
<p>Attendance Strategy</p> <p>Develop and implement a strategy with robust attendance monitoring cycles. Use attendance incentives with targeted pupils. Address persistent absentees, building positive relationships with their families through processes set out in the school attendance policy, focusing on pupils with <90% attendance.</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>Attendance for our disadvantaged children is lower than our non-disadvantaged children and below national average.</p> <p>SLT to liaise with families and external professionals to improve attendance</p>	<p>1, 3, 5</p>

Total budgeted cost: 173,655

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Progress and impact against intended outcomes:

Intended outcome 1: Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.

Impact

- SEND learning plans are being consistently implemented in 12/14 classrooms evidenced in learning walks
- 35/40 disadvantaged children with SEND are making progress in their targets, with 8 of these children showing significantly improved behaviours, demonstrating self-regulation and taught strategies to manage. With the 5 who are not making the expected improvement, further intervention is being put in place next academic year. For example through the Local Authority nurture programme and Early Help Assessments with the pastoral team.
- In 9/14 (65%) classrooms, observations that show disadvantaged pupils with SEND are demonstrating self-regulation and are using taught strategies to manage.
- 10% of our disadvantaged pupils attend extracurricular activities such as after school clubs and our free breakfast club (most popular). SLP's club provision is increasing next academic year, as well as music tuition targeted specifically at disadvantaged pupils with a SEMH need.

Intended outcome 2: Improved attainment among disadvantaged pupils.

Impact

Recent data indicates significant improvements in reading, phonics, and maths outcomes for disadvantaged pupils. However, progress in writing remains limited. The decline in EYFS Good Level of Development (GLD) also highlights the need for focused attention. As a result, writing and EYFS GLD will be key priorities for improvement in the coming year.

Detailed Analysis

EYFS

- EYFS GLD has decreased from 56% to 30%. This needs to be an area of intense focus next academic year.

Phonics

- In the Year 1 Phonics screening test, 80% disadvantaged pupils meet the expected standard compared to 79% non-disadvantaged. This is compared to 38% in 2024.

Reading

- In Year 2, 50% of disadvantaged pupils met the expected standard in reading, compared to 66% non-Pupil premium.
- In Year 6, 68% of disadvantaged pupils met the expected standard in reading, compared to 71% non-Pupil premium.
- 44% of disadvantaged pupils have met the expected standard in Year 2 and 6 (combined), which has increased from 38% last year.

Writing

- In Year 2, 13% of disadvantaged pupils met the expected standard in writing, compared to 48% non-Pupil premium. There is a low representation of disadvantaged children in this year group (8), with 3 of them on the SEND register, and 1 new to country that year.
- In Year 6, 50% of disadvantaged pupils met the expected standard in writing, compared to 61% non-Pupil premium.
- 34% of disadvantaged pupils have met the expected standard in Year 2 and 6 (combined), which has decreased by 3% last year. This is due to the Year 2 cohort. However, the gap between PP and Non PP has reduced by 6%.

Maths

- In Year 2, 48% of disadvantaged pupils met the expected standard in maths, compared to 67% non-Pupil premium.
- In Year 6, 78% of disadvantaged pupils met the expected standard in maths, compared to 68% non-Pupil premium.
- 53% of disadvantaged pupils have met the expected standard in Year 2 and 6 (combined), which has increased from 37% last year.

Year of Strategy	2023-24	2024-25	2025-26	2026-27 (Set Target)	Revised Target
EYFS GLD	56%(60%)	30% (67%)		70%	70%
Year 1 Phonics	38% (58% Non PP)	80% (79% Non PP)		80%	85%
End of Key Stage outcomes: Reading	44% (62% Non PP)	53% (62% Non PP)		50%	60%
End of Key Stage outcomes: Writing	37% (54% Non PP)	34% (45% Non PP)		40%	50%
End of Key Stage outcomes: Maths	37% (56% Non PP)	53% (57% Non PP)		50%	60%

Intended outcome 3: Improved standard of behaviour, particularly with our disadvantaged pupils**Impact**

- All children at Spring Lane, including those who are disadvantaged, know and understand the school values. The phrase 'The Spring Lane Way' is consistently used across the school and is understood by all pupils as a shared language and expectation.
- Behaviour data over the academic year shows fluctuations in the number of negative incidents. However, analysis is affected by a small number of pupils with a high number of recorded incidents, which skews the overall picture. The permanent exclusion of three pupils has led to a positive impact on behaviour across the school—not only by removing individuals with persistent challenges but also by reducing the knock-on effect their behaviours had on others.
- Pastoral support and a wide range of targeted interventions have been accessed by 59 disadvantaged pupils this year. These include: success cards, social skills interventions, art therapy club, drawing and talking, bucket therapy, Mental Health Support Team involvement, New Leaf SEMH provision, after-school nurture club, nurture lunch sessions, nurture PE sessions, Time to Talk, grief programmes, and Zones of Regulation. These strategies have shown a positive impact, as evidenced by staff observations.

Intended outcome 4: Improved and sustained good attendance for all, particularly our disadvantaged pupils.

Strategy year	2023-24		2024-25		2025-26		2026-27 (Set Target)	
	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence
Attendance PP	90.9%	31.0%	91.4%	29.8%			95%	<15%
Attendance Non PP	93.6%	21.0%	93.0%	21.3%			95%	<15%
Attendance	92.9%	23.6%	92.5%	23.8%			95%	<15%

Please note: Data includes non-statutory aged pupils

Despite a number of strategic actions this year, overall attendance has not improved. The attendance of disadvantaged pupils has marginally increased but this is not significant. The school implemented a new attendance policy aligned with Department for Education (DfE) guidance, which included clearly staged interventions.

Key strategies included:

- Weekly class attendance awards and recognition in newsletters.
 - Attendance promotion through parent meetings, EYFS parent workshops, and certificates.
 - Use of Stage 1 and 2 letters and Stage 3 and 4 parent meetings, alongside home visits for all children absent on the third day, and on the first day for vulnerable pupils.
 - A trial initiative to visit all pupils absent on the first day after a school holiday.
 - Distribution of attendance responsibilities across the senior leadership team, including home visit rotas and parental meetings.
 - Adaptations to annual reports to include personalised attendance graphs.
 - Direct communication with families at parents' evenings, where class teachers handed over individual attendance reports.
 - Proactive CME (Children Missing Education) referrals—earlier than local authority expectations—as well as welfare visits and Teams calls.
 - A free breakfast club offer and a strengthened system for requesting leave of absence.
- Further analysis across the year identified that the current Reception cohort had particularly low attendance among disadvantaged pupils, with a group average of just 81.8%. This has and is still being addressed through pastoral support, as well as involvement from social care.
 - Data also shows that 54% of disadvantaged pupils have been absent either immediately before or after school holidays. This pattern suggests unauthorised term-time travel, likely linked to flight affordability.
 - In total, 34 disadvantaged pupils met the DfE's penalty notice threshold this year (10 or more unauthorised absences within a 10-week period). However, the school lacked the capacity to consistently record, analyse, and process these cases for local authority action.

Reflection for next year:

Increasing capacity by appointing a dedicated attendance officer is a priority. The school aims to implement a more robust and rigorous attendance system that enables swift progression through intervention stages, in line with DfE guidance. The use of penalty notices will be fully embedded to support the attendance policy and drive improvement.