

Pupil premium strategy statement – Springfield School

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	1123
Proportion (%) of pupil premium eligible pupils	30%
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)	September 2025 to September 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sara Spivey
Pupil premium lead	Richard Brimacombe
Governor / Trustee lead	Jag Jethwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,100
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>	£277,100

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-disadvantage 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	<p>Lack of progress/prior knowledge</p> <p>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.</p> <p>Literacy/reading levels are also lower overall for our disadvantaged cohort which can create a barrier when trying to access learning and assessments.</p>

2	<p>Attendance barriers</p> <p>Currently our disadvantaged pupils have overall attendance which falls below that of their non-disadvantaged counterparts. The gap for the academic year 24/25 was 6%.</p> <p>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.</p>
3	<p>Learning behaviours</p> <p>Under-developed positive learning behaviours including the ability to: self-regulate; concentrate and organise for some of our disadvantaged students.</p>
4	<p>Social, emotional and mental health concerns (including wellbeing)</p> <p>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.</p>
5	<p>Home life</p> <p>Lack of 'cultural capital'/aspiration and safeguarding/background issues such as attachment difficulties and relational trauma for some DP students.</p>

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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
Progress gap' for all DP students is eliminated across all years (primary focus: English and Maths)	<ul style="list-style-type: none"> 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 DP students receive timely support and intervention as required
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"> Attendance improves for targeted individuals (at least 92% overall by July 2026, <15% PA by July 2026)
All DP students are fully engaged in lessons and enjoying their learning	<ul style="list-style-type: none"> Lesson/student observations confirm positive engagement in subject areas across all year groups. DP student voice feedback is positive/improving
DP students with recognised SEMH needs receive timely support and intervention	<ul style="list-style-type: none"> All DP students with SEMH receive appropriate support and intervention as provided internally or from external agencies
DP students actively participate in wider school life such as extra-curricular events/clubs and wider learning opportunities	<ul style="list-style-type: none"> 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. DP students access bespoke interventions to support individual and group needs.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A DP Coordinator is retained to champion and oversee activities and interventions used to support disadvantaged pupil progress, e.g. Girls Networking and Brilliant Club programmes.	Single point of expertise/contact for staff provides clarity and consistency regarding progress, care and interventions. New opportunities are researched and facilitated for the benefit of our disadvantaged students.	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 and 3
Routine and ongoing staff training (externally and internally provided) to support 'quality first teaching and support' to include: <ul style="list-style-type: none"> • SEN: 'Ordinarily Available Provision' • Feedback systems • Metacognitive approaches • RRS (ready, respectful, safe) 	EEF identifies feedback and metacognitive approaches as 'high impact/low cost interventions.' Feedback Mastery Learning	1 and 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. 1:1/small group tuition , teaching assistant interventions both have positive impact (+4) at relatively low cost.	1 and 3

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 a positive impact.	1 to 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.	1
Procure (proportional %) online support resources such as: SPARX Maths and Science, language hubs, Accelerated/Star Reader	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	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar.	1,3 and 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).	EEF identify this as a 'high impact' intervention in the PP 'toolkit'.	1 and 3
Targeted DP students receive 1:1 academic mentoring via external providers including: the 'Brilliant Club' and EBP Mentoring programmes.	Feedback from these programmes is highly positive with almost all students reporting improvements in attitudes to school and self (PASS survey data).	1 and 3

DP Students in year 11 receive study/revision support/training from experts such that they are 'exam ready'.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	1 and 3
Year 11 students receive targeted intervention during off-site booster classes	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group.	1 and 3
Peer Tutoring - training for 'peer leaders/mentors' e.g. 'reading ambassadors'	Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support.	1 and 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.	Individualised instruction involves providing different tasks for each learner and support at the individual level.	1,2,3 and 4
Digital/independent learning supported e.g. provision of laptops and online learning platforms (e.g. Academy 21, SPARX Maths and SPARX Science)	Individualised instruction involves providing different tasks for each learner and support at the individual level.	1 and 3
Students are provided with practical resources to support/facilitate learning e.g. laptops/revision cards/guides, subject specific resources (e.g. Art/Photography).	Previous years evidence shows us that if we remove the 'barrier' of equipment then we can start lessons positively and build skills and confidence.	1 and 3

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

Budgeted cost: £ 107,100

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 to 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.	2 to 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.	3, 4 and 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.	3, 4 and 5
Dedicated Attendance Intervention Manager supporting students and families. Attendance improvement is facilitated for all DP students to reduce the rate of persistent absence including the use of new rewards and Classcharts systems. Increase opportunity for parental engagement	Individual student and family interventions are starting to have a positive impact on school attendance . Well engaged parents can have a significant impact on student attendance and progress.	2
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.	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: £277,100

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2024-2025 we prioritised Disadvantaged Pupil (DP) provision at the core of our school development and supported 339 students across all year groups.

We used the EEF's Tiered Model of School Improvement, with the majority of planned activities focusing on improving teaching and learning, with the remainder on targeted academic interventions and wider school approaches. Impact of the plan is not only measured through attainment but through attendance, engagement with interventions and cultural opportunities.

Tracking data confirms that DP students start the school with an ever widening gap in their attainment, attendance and resilience. Our strategies are central to minimising the impact of this gap. It therefore remains a priority to raise the outcomes for all Disadvantaged Students.

Supporting Year 6 into Year 7 transition

Supporting the transition between Year 6 and Year 7, the school once again ran its summer school. The event was a week long event and the school was successful in ensuring 55% of all students joining us for the event were DP. Student Voice highlighted the success of the event with all students commenting on how much they enjoyed the event and felt it had prepared them for the next step of their education.

Year 11 DP outcomes

DP Outcomes	August 2025	August 2024
Five GCSE's 9-4	24.56%	34.88%
Five GCSE's 9-5	21.05%	25.58%
Attainment 8	26.39	27.23

- The gap between non-DP students and DP students outcomes have narrowed from 31% to 27% on the 5x GCSE 9-5 measure
- Outcomes for DP students in English Literature continue to improve with a 54.04% 9-4 pass rate in 24/25 compared with 50% in 23/24.

Behaviour

The school has continued to embed our 'Ready, Respectful, Safe' behaviour framework. Whilst the framework is a relatively new development, the impact is seen with a reduction in the number of DP students receiving a suspension.

Suspensions	2024/2025	2023/2024
DP students	107	122

Attendance

Attendance of our DP students still remains a challenge as reflected in the table below:

Group	2024/2025	2023/2024	2022/2023
All	91.48%	91.5%	91.8%
DP	85%	85.98%	82.84%

The school continues to take all possible steps to support DP attendance by:

- Working in partnership with outside agencies including CAMHS, Early Help and Portsmouth City Council
- Mentoring students with persistent absence to identify and breakdown barriers
- Rewarding and recognising students who have excellent attendance

Wider Opportunities and Support

Extensive opportunities and support continues to prioritise the development of DP resilience in order to prepare them for the next steps following their time at Springfield. The school works closely with Portsmouth City Council and provides high quality careers guidance for all year groups.

- 99% of the Y11 cohort were successful in entering into further training or employment which reinforces the schools' long running success in liaising with the local authority to ensure individuals do not become 'NEET'.
- In student voice surveys across all year groups students report they strongly feel supported by regular careers events offered by the school. They particularly like the guidance they receive from industry experts through the careers fair and speakers in assemblies.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Girls Networking Mentoring	Girls Network
The Brilliant Club	Southampton University
Boleh Sailing	The Boleh Sailing Trust
The Progressive Masculinity Program	Progressive Masculinity.co.uk
Strong Girl Squad School Programme	Strong Girl Squad