



Springside Primary School Pupil Premium Strategy

Dec 2025

School Overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	22%
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)	2024-2027
Date this statement was published	7 th December 2025
Date on which it will be reviewed	7 th December 2026
Statement authorised by	Gill Thornicroft
Pupil premium lead	Ben Connor
Governor / Trustee lead	Mrs. M McDonald

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£93845
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£93845



Statement of Intent

Our vision for Pupil Premium at Springside Primary School is that every disadvantaged pupil is a fully included member of the “Springside family”, equipped with the knowledge, language, resilience and cultural capital to achieve age-related expectations and greater. We will use Pupil Premium funding to remove barriers caused by limited early vocabulary, interrupted learning, social and emotional trauma, and low attendance so pupils can access our ambitious curriculum and thrive beyond Springside.

Ultimate objectives

- Raise attainment in reading, writing and maths so disadvantaged pupils reach national expectations (and for higher attainers, make accelerated progress).
- Improve early language and communication so children enter Key Stage 1 better able to access the curriculum.
- Improve attendance so disadvantaged pupils attend regularly and participate fully in school life.
- Reduce the impact of social, emotional and mental-health (SEMH) barriers on learning through timely, evidence-informed pastoral support.
- Broaden disadvantaged pupils’ life experiences and cultural capital so they can access the wider curriculum and aspiration work.

How this strategy works towards those objectives

- We deploy funding across the DfE/EEF three-tier “Menu of Approaches”:
 - High-quality teaching;
 - Targeted academic support;
 - Wider strategies (attendance, SEMH, enrichment) — and we match each activity to the evidence base for effectiveness.
- Interventions are selected using a ‘needs analysis’ (diagnostic data, CPOMS / pastoral notes, attendance data, Nursery entry profiles) and are implemented with clear monitoring and fidelity checks (regular review of progress and attendance). This follows the DfE 5-step approach to developing a Pupil Premium strategy and EEF implementation guidance.
- We prioritise high-quality teaching and professional development to reach disadvantaged pupils in the classroom first; targeted small-group interventions are additional where assessment shows gaps; wider strategies tackle attendance, SEMH and enrichment barriers so pupils can sustain learning.



Key principles

- Evidence-led: every significant activity cites high quality evidence (EEF, DfE guidance). Examples: structured small-group support and oral language approaches deliver measurable gains in early years.
- Diagnose → Do → Evaluate: select pupils using regular diagnostic assessment, deliver time-bound programmes aligned to curriculum and measure impact (attainment, curriculum checks, teacher assessment, WellComm for Reception/Nursery, and attendance).
- Tiered approach and sustainability: prioritise classroom practice (the “teacher is the intervention”), build school capacity (CPD, coaching, resources), then supplement with targeted academic and pastoral support.
- Inclusion and partnership: engage parents, the PTA, MAT colleagues, Trust and local services (SENCO, Virtual School where relevant) — recognising that family trauma and attendance needs require partnership working. Evidence shows parental engagement and responsive, family-focused approaches can improve attendance and outcomes.

Challenges

	Detail of challenge
1	Low attainment and slow progress for disadvantaged pupils: gaps and misconceptions across reading, writing and maths; poor retention/recall of prior learning (School Development Plan priority: Maths; KS1 outcomes). (School context: Year 6 2025 Results: 3/13 PP Below Expected in Reading; 4/13 Below Expected in Writing; 6/13 Below Expected in Maths).
2	Poor vocabulary and oral language on entry to Nursery and Reception, especially in the Nursery cohort (many children enter below age-related expectations in communication & language).
3	High levels of social, emotional and mental-health need and family trauma among PP pupils - Year 6 2025 (9/13 PP accessed pastoral support; we have a new SENCO and Senior Mental Health Lead but ongoing need is identified).
4	Low attendance and persistent absenteeism among PP pupils (Year 6 2025: 3/13 PP <90% attendance; 8/13 PP <95%).
5	Limited life experiences / cultural capital for some disadvantaged pupils which reduces engagement and vocabulary breadth.



Intended outcomes

Intended outcome	Success criteria
1. Raise attainment in reading, writing and maths for disadvantaged pupils, so they are at least in line with national average overall and school expectations.	<ul style="list-style-type: none"> - By end of KS2 2026: <ul style="list-style-type: none"> • At least 50% PP pupils meeting expected standard in reading, writing, maths combined $\geq$ national average for all pupils (National PP combined July 2025 was 48%); • Reading, Maths and Writing improved termly progress with clear evidence of closing gaps. - By end of KS1 2026: <ul style="list-style-type: none"> • key cohorts' PP attainment in R/W/M $\geq$ national average. • Regular curriculum checks show improved retention/recall (assessment quizzing: +termly improvement; reduced misconceptions flagged in Pupil Progress meetings).
2. Improve oral language and vocabulary for EYFS disadvantaged pupils so Reception and Year 1 pupils can access phonics and reading.	<ul style="list-style-type: none"> • All Reception pupils at point of entry assessed with WellComm (or equivalent) and targeted children show measurable progress after targeted oral language interventions. • Reduced proportion of children entering Year 1 with delayed language needs.
3. Improve pupil SEMH resilience and reduce pastoral barriers to learning.	<ul style="list-style-type: none"> • Fewer pupils requiring high-intensity reactive pastoral support (reduce caseload of Tier 3 by 50% within 12 months) and increased engagement in class. • Pastoral lead spending more time working pro-actively rather than reactively • Programme fidelity: trained staff delivering My Happy Mind / Hamish & Milo; measures of wellbeing (validated short scales) show termly improvement.
4. Improve attendance for disadvantaged pupils so they attend enough to access high-quality teaching.	<ul style="list-style-type: none"> • Reduce PP pupils with attendance $<90\%$ from 29% (Year 6 end of Sep 2025) to below 10% within 12 months • reduce PP pupils $<95\%$ from 40% (Year 6 end of Sep 25) to $<20\%$ in 12 months; • whole-school persistent absence (PA) reduced accordingly.

	<ul style="list-style-type: none"> First day and follow-up contact protocol implemented; termly attendance reviews show improvement for identified pupils.
5. Broaden experiences and cultural capital so disadvantaged pupils access enrichment that supports vocabulary, writing stimulus and aspiration.	<ul style="list-style-type: none"> All PP pupils participate in at least one subsidised trip / Forest School / residential or extended club each year. Measured increase in curriculum-linked vocabulary and pupil surveys show increased aspiration/engagement.

Activity in this academic year

Note: every activity below is mapped to the DfE/EEF Menu of Approaches tiers and cites the evidence that supports the chosen approach. Challenge numbers addressed correspond exactly to the Challenges section above.

Teaching (Tier 1 — High-quality teaching, CPD, recruitment & resources)

Activity	Evidence that supports this approach	Challenge number
Whole-school maths CPD: high-quality, evidence-informed maths teaching (mastery approaches, number fluency/mental arithmetic focus), coached through in-school coaching and lesson study; release time for subject leads to monitor impact.	High-quality teaching and subject-specific CPD are core of DfE/EEF tiered model; targeted professional development and coaching increase teacher effectiveness and support disadvantaged pupils.	1
Strengthen phonics & reading: fully implement validated SSP (systematic synthetic phonics – Little Wandle) with staff training, fidelity checks, resourcing, reading fluency practice and home reading support.	The DfE and EEF recommend SSP and high-quality phonics for early reading; targeted interventions should align with classroom teaching.	1, 2
Early years oral language focus (Reception & Nursery): implement WellComm assessment and deliver targeted WellComm-based oral	Oral language interventions can produce large gains in early language and reading; WellComm provides validated	1, 2

language programmes for identified children; staff trained and coached in dialogic storytelling, vocabulary instruction and talk-for-writing scaffolds.	screening and targeted resources for early language support.	
Staff training in 'scaffolding & explicit instruction' for pupils with SEND; use Bury Graduated Approach Toolkit and strengthen SENCO coaching (SENCO NPQ ongoing).	High-quality teaching strategies, explicit instruction and scaffolding are effective for pupils with SEND and disadvantaged pupils; SENCO development and aligned CPD secure classroom provision.	1, 2, 3
Curriculum planning to check sequencing & retrieval practice (spacing, low-stakes quizzing) and use formative assessment to identify gaps early.	Cognitive science evidence and EEF guidance show spaced retrieval and regular formative assessment improve retention and help teachers target gaps.	1

Targeted Academic Support (Tier 2 — small groups, TA deployment)

Activity	Evidence that supports this approach	Challenge number
Short-term, evidence-based small-group reading interventions (post-phonics): keep groups small, use incremental assessment and align with whole-class texts; targeted support for Years 1–3 disadvantaged pupils not fluent readers.	Targeted small-group interventions are effective when structured and closely linked to classroom teaching.	1, 2
Reception WellComm delivery for identified children: TAs trained and mentored in WellComm resources and programmes; baseline and exit measures taken to track progress.	WellComm is a validated screening and intervention system for early language and is effective when delivered by trained staff with monitoring.	2
Teaching Assistant deployment: structured, evidence-led interventions delivered by trained TAs with scripted materials (e.g., precision teaching,	TA deployment is effective when TAs deliver structured, well-designed interventions and are well-trained/supervised;	1

maths fluency, reading comprehension booster) and linked to teacher planning.	avoid ad hoc withdrawal without planned links to classroom teaching.	
Diagnostic assessment cycles & precision small-group teaching for identified misconceptions in maths (use hinge questions, formative quizzes).	Diagnostic assessment and systematic use of short, frequent retrieval practice and hinge questions help target interventions and prevent cumulative misconceptions.	1

Wider Strategies (Tier 3 — attendance, SEMH, enrichment, parental support)

Activity	Evidence that supports this approach	Challenge number
Whole-school attendance strategy: first-day response, personalised communications to parents (nudge letters, texts, phone calls), early identification (EWO triggers) and tailored family support; termly attendance reviews with MAT/Trust support.	Evidence shows parental communication, targeted and responsive approaches, and whole-school culture/belonging are promising; personalised nudge communications and responsive case management are effective components.	4
Attendance family outreach and targeted casework: case conferences, referrals to Trust services, HAF/Forest School funded holiday provision to reduce barriers to attendance (support transport, uniform, HAF vouchers for clubs).	Responsive and targeted approaches that identify individual barriers and coordinate services (multi-agency casework) show promise in improving attendance.	4, 5
Breakfast and club support (Before/After School Club and targeted free places for PP): ensure no pupil misses breakfast; extend supervised learning time for catch-up where appropriate.	Breakfast clubs and well-run meal provision can support attendance and readiness to learn when targeted to need.	4, 5

SEMH tiered offer: continue My Happy Mind whole-school curriculum and Hamish & Milo SEMH interventions for pupils with trauma; maintain and expand the Senior Mental Health Lead role; train staff in trauma-informed practice.	Sequenced, explicit SEL programmes and whole-school approaches can improve wellbeing and behaviour when implemented with fidelity; targeted SEMH interventions for pupils with trauma are needed alongside universal SEL.	3
Targeted pastoral small-group work & 1:1 counselling: evidence-based SEMH interventions for children with trauma using validated programmes; referrals to CAMHS where needed.	Targeted small-group SEMH work plus access to clinical services for severe needs improves readiness to learn; integration with school curriculum and monitoring is essential.	3
Parental engagement programme (attendance and learning): regular personalised communications, parents' workshops on supporting reading and maths at home, home-school learning packs, translated materials where needed.	Parental communications (nudge letters, texts) and targeted parental engagement can improve attendance and learning; messages that boost parental efficacy and provide practical support are more effective.	1, 2, 3, 4
Subsidised enrichment & cultural capital programme: subsidised Forest School places, funded trips, music tuition and wraparound clubs (HAF / PTA / MAT support) to broaden experiences and vocabulary.	Extracurricular activities and cultural experiences support engagement and widen cultural capital when accessible; enrichment supports aspiration and provides contexts for vocabulary use and writing stimulus.	5
Targeted mentoring & attendance incentives (responsive, non-punitive): carefully designed mentoring and positive incentives for sustained attendance (implemented with safeguards against unintended harms).	Mentoring can help some pupils but fidelity, training and link to academics are important; incentives can work as part of multi-component responsive approaches	1, 2, 3, 4

	rather than stand-alone measures.	
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Implementation, monitoring and evaluation

- Governance and roles: Headteacher & SLT retain overall accountability; named Pupil Premium lead (Senior Leader) responsible for day-to-day strategy and evaluation; link governor for disadvantaged pupils to monitor progress termly. Strategy and expenditure to be published on the school website by 31 December (DfE requirement).
- Data and assessment: termly diagnostic cycles (reading, maths, WellComm for Reception/Nursery) plus half-termly in-class formative checks; attendance monitored weekly with RAG flagging and casework escalation.
- Fidelity & quality assurance: implementation checklists, lesson observations for new approaches (maths mastery, phonics), intervention registers (who, what, when), monitoring logs and termly impact reports to governors. Implementation fidelity is critical to impact.
- Impact measures and success thresholds (examples):
 - end of year targets for KS2/KS1 PP attainment as in Intended Outcomes;
 - attendance targets;
 - WellComm gains for early years;
 - Wellbeing measurement termly for targeted groups.
 - All interventions have pre-registration baseline and exit measures.
- Review cycle: termly Pupil Premium review meeting (Headteacher, Pupil Premium lead, SENCO, SLT, link governor) to evaluate impact and reallocate resources. Annual strategy update and website publication.

Estimated links to DfE/EEF evidence (key references)

- DfE — Using Pupil Premium guidance (Menu of Approaches, reporting requirements).
- EEF — Oral language interventions (Teaching & Learning Toolkit) and resources on attendance and SEL.
- WellComm — validated screening and intervention resources for early language assessment and targeted support.

School-specific notes (how plan is tailored to Springside)

- Maths is the school improvement priority: diagnostic maths small-group work and whole-school CPD are aligned explicitly to the SDP maths actions and multiplication check targets.
- Early language: Nursery intakes show low communication & language — we will use WellComm for screening and targeted early language delivery in Nursery and Reception. WellComm will provide baseline/exit measures and resources for targeted support.



- SEMH and trauma: many PP pupils have family trauma; Springside already has My Happy Mind and Hamish & Milo research engagement — we will continue to embed whole-school SEL and targeted SEMH interventions with fidelity and monitor via wellbeing measures; scale pastoral team capacity and training for trauma-informed practice (Senior Mental Health Lead completing DfE training).
- Attendance/engagement: Springside runs Before/After School Club and Forest School Holiday Club; we will ring-fence PP places and use HAF/partnerships and PTA to support access; attendance casework will have SLT oversight and parental nudge communications follow evidence-informed recommendations.
- SEND: new SENCO undertaking NPQ — plan includes time for SENCO to work with class teachers on Bury Graduated Approach Toolkit and structured interventions.
- Funding & partnerships: use Pupil Premium funding alongside Trust (Prestolee MAT), PTA, HAF, and local authority interventions to maximise reach and sustainability. We will prioritise programmes with proven evidence and cost-effectiveness.

Framework note (OFSTED)

Springside follows the OFSTED inspection framework. This strategy supports OFSTED-relevant areas: Safeguarding and pupil welfare (attendance and SEMH supports), Inclusion and SEND provision, Curriculum and Teaching (CPD and targeted academic support), Personal Development (SEL & cultural capital) and Leadership & Governance (governor oversight and published strategy).

Publication and next steps

- This strategy will be published on the school website as the school's Pupil Premium Strategy statement (DfE requirement). Progress and spending will be reviewed termly by SLT and reported to governors; annual update and evaluation published by 31 December each year.
- The Pupil Premium lead will produce termly impact reports showing: cohort progress against targets, intervention attendance and fidelity, WellComm outcomes, small-group impact (pre/post diagnostics), and attendance trend analysis.