

Pupil Premium Strategy Statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our pupils who face barriers that may make it harder for them to succeed, particularly pupils affected by socioeconomic inequalities

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	Springfield School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	25.20%
Designation	SLD and PMLD
Age Range	2-16
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026-2028/2029

Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Karen Fourie Headteacher
Pupil Premium Lead	
Local Academy Board Lead	Helen

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£51448.00
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	£51448.00

Part A: Pupil Premium Strategy Plan

Statement of intent

The strategy outlined here sets out our revised priorities and implementation plan for 2025–2029, designed to build on the progress made so far and ensure that all pupils including those eligible for Pupil Premium flourish academically, socially, and emotionally.

At Springfield School, we use Pupil Premium funding strategically and purposefully to achieve the best possible outcomes for pupils who experience socio-economic disadvantage. We recognise that disadvantage is one of many factors that can affect learning, and we plan carefully to ensure that this funding has a lasting, sustainable, and transformative impact.

Our teachers and leaders hold a forensic understanding of every pupil – their cognitive profiles, learning needs, academic development, barriers to

progress, and wider social context. At the heart of our approach is high-quality teaching, precisely targeted to the areas where pupils most need support. This is complemented by a robust, personalised provision, enabling pupils to access our broad and balanced curriculum and to develop the knowledge, skills, and confidence they need for life beyond Springfield.

Although our strategy is designed to meet the needs of pupils facing barriers to learning due to socio-economic factors, many of the approaches we invest in – such as professional development, assessment refinement, and leadership capacity building – benefit all pupils. We are proud that there are no significant gaps between the outcomes of pupils eligible for Pupil Premium funding and their peers. Our goal is to sustain and deepen this success, ensuring that all pupils make strong progress from their starting points, regardless of background or circumstance.

Implicit in our approach is the belief that improving outcomes for pupils experiencing disadvantage enhances provision for every learner.

Our strategy also focuses on developing pupils' independence, personal development, and social skills, including access to meaningful work experience and high-quality careers guidance. These opportunities broaden horizons, build self-belief, and support smooth transitions into adulthood.

The Pupil Premium strategy is integral to Springfield's wider plans for educational recovery and school improvement. It underpins our bespoke curriculum, which places pupils at the heart of all we do and prioritises communication, self-regulation, independence, and personal development. In particular, our strategy supports work in the following areas:

- Embedding Evidence for Learning and a bespoke Indicator of Need tracking system
- Expanding ASDAN accreditation and vocational pathways to prepare pupils for adulthood
- Extending enrichment and Choosing Time offers to build cultural capital
- Strengthening family partnerships and co-production, recognising families as essential partners in learning

By developing the capacity of our senior and middle leaders to mentor, coach, and nurture colleagues, we ensure that high-quality teaching, evidence-informed practice, and effective multi-agency collaboration remain at the centre of all we do.

Our ultimate goal is that every pupil, regardless of background, SEND needs, or economic circumstance, experiences a rich, personalised education and leaves Springfield with the skills, confidence, and aspirations needed to lead fulfilling adult lives.

Challenges

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

This section outlines the key areas where strategic investment can make the greatest difference for pupils who experience disadvantage at Springfield. Each is drawn from observational assessment, pupil and family voice, and evidence from our multi-agency work. These are framed as areas for focused development.

Challenge number	Details of challenges
1	<p>Communication and Interaction</p> <p>Our assessments indicate that pupils experiencing socioeconomic disadvantage often face greater challenges in communicating and expressing their needs than their peers. This includes pupils who communicate non-verbally, have limited spoken language, or experience difficulties with social interaction. All of our pupils have Education, Health and Care Plan (EHCP) outcomes related to communication and interaction, reflecting the central importance of this area in their development.</p> <p>While the specific barriers to developing language and communication skills vary, every pupil requires access to specialist expertise, targeted interventions, and appropriate resources to make sustained progress. Many of our pupils communicate using a range of modes, including gesture, sign, symbol, augmentative and alternative communication (AAC), and developing spoken language. Each requires a highly individualised approach to ensure they can express themselves, understand others, and participate fully in learning and school life.</p> <p>To meet these needs effectively, we are committed to embedding a robust Total Communication approach across the school. This is supported by specialist input and consistent practice, enabling pupils to develop communicative competence, agency, and autonomy, the foundations for success both in education and beyond.</p>
2	<p>Curriculum Access and Pedagogy for pupils with complex learning profiles (SLD/PMLD) requiring adaptive, personalised, multisensory teaching approaches.</p> <p>Information outlined in pupils' Education, Health and Care Plans (EHCPs) details the nature of the Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) experienced by our learners. To develop the skills and knowledge required to achieve their EHCP outcomes and to engage meaningfully with the wider curriculum, pupils need highly skilled teachers who can work collaboratively with families, within multi-agency teams, and who possess specialist expertise in educating pupils with SLD and PMLD.</p> <p>Our pupils' learning profiles are complex and highly individual, often requiring teaching that is adaptive, multi-sensory, and personalised. Progress is best achieved through the expertise of well-trained staff, the use of consistent approaches, and the strength of collaborative, multi-agency partnerships. These elements together ensure that every pupil can access and progress through our bespoke curriculum, and achieve the personalised outcomes set out in their</p>

	EHCPs section F.
3	<p>Multisensory teaching approaches.</p> <p>Springfield has a high number of pupils that heavily rely on multisensory approaches to access learning. This approach requires high levels of staff expertise. Multisensory teaching demands specialist knowledge of sensory processing, communication needs, and adaptive pedagogy. Not all staff enter school with this expertise, and ongoing training is essential. For multisensory approaches to be effective, they must be delivered consistently across classrooms, key stages, therapy teams, and care staff. Variability can dilute impact for pupils who rely on predictable sensory input.</p> <p>Highly individualised multisensory activities require significant planning, preparation, and collaboration. Staff capacity must be of acceptable levels based on individual classrooms.</p> <p>Effective multisensory teaching may require specialised equipment (e.g., sensory rooms, switch devices, tactile resources, sound and light equipment). Limited budgets or space can constrain what is available.</p>
4	<p>Community Inclusion and Cultural Capital</p> <p>Evidence from observations and family discussions indicates that pupils experiencing socioeconomic disadvantage often have fewer opportunities to develop cultural capital and participate in community based activities outside of school. Many pupils require additional support to access local experiences, enrichment, and social opportunities, which can limit their personal development, independence, preparation for adulthood, and wider engagement beyond the school environment. Transport and mobility challenges are among the barriers that can limit access to suitable transport, equipment (e.g., wheelchairs), and accessible venues, thereby limiting community participation for pupils with complex physical or sensory needs. Appropriate support when in the community is essential, as many of our pupils require additional staffing, structured routines, or specialist support to participate safely and confidently in community settings.</p>
5	<p>Home -School Communication Consistency</p> <p>Our understanding of pupils experiencing socioeconomic disadvantage shows that many benefit from strong continuity between home and school, particularly in relation to occupational therapy and physiotherapy programmes.</p>

	<p>Families often navigate practical and logistical challenges that can make it harder to carry out therapeutic activities consistently at home. This reinforces the importance of ensuring high-quality provision during the school day, alongside clear, accessible, and collaborative communication between school and home so that families feel supported and confident in contributing to their child’s development.</p>
6	<p>Socio-economic barriers impacting engagement, self-regulation, and readiness to learn.</p> <p>Cost-of-living challenges continue to affect many families, influencing both attendance and pupils’ ability to access wider opportunities beyond the classroom. These pressures can reduce access to experiences, enrichment activities, and resources that typically enhance learning, social development, and cultural capital. For some families, financial constraints make it harder to maintain consistent routines, attend appointments, or engage fully with school events and support services. As a result, pupils may have fewer opportunities to participate in activities that build confidence, independence and social communication skills.</p> <p>Addressing these challenges requires proactive family partnerships, targeted pastoral support, and the removal of practical barriers so that all pupils regardless of financial circumstance, can benefit from the full richness of the school’s curriculum and wider offer.</p>
7	<p>Emotional Wellbeing and Life Events</p> <p>Pupils’ emotional wellbeing and capacity for self-regulation can be influenced by significant life events, transitions, or environmental factors. Staff expertise in recognising and responding to emotional needs including those related to bereavement, trauma, or periods of change is essential in supporting pupils to develop resilience, confidence, and sustained engagement in learning. Proactive, consistent emotional support enables pupils to thrive academically, socially, and personally, even during times of challenge or change.</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>Pupils develop effective communication skills using their preferred modes (speech, AAC, sign, gesture, or symbols), enabling them to express needs, engage socially, participate fully in learning, and develop agency and autonomy.</p>	<ol style="list-style-type: none"> 1. Increased pupil initiation, interaction, and expressive communication. 2. Progress towards EHCP communication outcomes is consistently demonstrated. 3. Pupils participate more independently and confidently in classroom and social contexts. 4. Staff implement a consistent Total Communication approach across school. 5. Evidence from observations, assessments, and EFL records shows measurable improvements in communication competence.
<p>Pupils with complex learning profiles access a coherent, personalised, multi-sensory curriculum delivered by skilled staff, enabling progress towards EHCP outcomes and meaningful engagement with the broader curriculum.</p>	<ol style="list-style-type: none"> 1. All pupils access a personalised, multi-sensory curriculum matched to their learning profile. 2. EHCP outcomes are met or exceeded across all areas of learning.

	<ol style="list-style-type: none"> 3. Staff demonstrate consistency in applying adaptive, evidence-informed teaching strategies. 4. Collaborative multi-agency planning supports seamless curriculum access. 5. Assessment data and observations indicate sustained pupil progress.
<p>Pupils relying on multisensory approaches access high-quality, consistent teaching that maximises engagement, learning, and sensory regulation, supported by trained staff and appropriate resources.</p>	<ol style="list-style-type: none"> 1. All staff receive targeted training in multisensory approaches and demonstrate competency. 2. Pupils access multisensory activities regularly and consistently across classrooms and key stages. 3. Progress is evident in engagement, attention, communication, and learning outcomes. 4. Appropriate resources, equipment, and environments are available and effectively used.

	<p>5. Planning and delivery reflect individual sensory needs and learning goals.</p>
<p>Pupils experiencing socioeconomic disadvantage increase participation in community-based and enrichment activities, developing independence, confidence, social skills, and cultural awareness.</p>	<ol style="list-style-type: none"> 1. Greater numbers of pupils participate in off-site activities and community experiences. 2. Pupils demonstrate improved independence, confidence, and social interaction during these activities. 3. Families report feeling supported in accessing local opportunities. 4. Community partnerships and enrichment programmes are expanded and sustainable. 5. Records and observations show pupils benefiting socially, emotionally, and academically from community participation.

Families are supported to reinforce learning, therapy, and development at home through consistent, collaborative communication with school, enhancing pupil progress and wellbeing.

1. Regular, clear communication channels established between school and home (meetings, updates, learning packs, digital platforms).
2. Families report feeling confident and supported in continuing therapeutic and learning programmes at home.
3. Observations and assessments show carry-over of skills between school and home.
4. Staff provide timely, accessible guidance to support home learning.

Pupils' engagement, confidence, and readiness to learn are enhanced through proactive support that addresses socio-economic barriers, ensuring equitable access to learning, enrichment, and personal development opportunities.

1. Attendance and punctuality improve for pupils affected by socioeconomic barriers.
2. Pupils participate fully in enrichment, social, and curriculum activities.
3. Targeted pastoral support and practical interventions reduce barriers to engagement.
4. Pupils demonstrate improved independence, social skills, and self-regulation.
5. Families feel supported and able to

	engage with school activities and routines.
Pupils develop resilience, emotional regulation, and confidence through consistent, proactive emotional support, enabling sustained engagement in learning and positive personal development despite life events or transitions.	<ol style="list-style-type: none"> 1. Pupils demonstrate improved self-regulation, coping skills, and emotional literacy. 2. Staff consistently implement trauma-informed and wellbeing-focused strategies. 3. Observations and wellbeing assessments show pupils responding positively to emotional support. 4. Pupils maintain or improve engagement in learning during periods of change or challenge. 5. Families report improved understanding and support for their child's emotional needs.

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**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior TAs to cover for ECT x2, Apprentices x2, Level 5 TA, x1</p> <p>£25,000</p>	<p>The national teacher shortage is particularly acute in SEND, due to the extensive knowledge and specialised pedagogical skills required to meet the diverse learning needs of pupils and support them in overcoming barriers to learning.</p> <p>Evidence shows that teachers with targeted SEND training are better prepared to understand and respond to pupils' individual needs effectively.</p> <p>To address this, Springfield School, through the Gallery Trust SEND Pathway in partnership with Ambition and Best Practice Network, will train and mentor two trainee teachers in 2025-26. Investing in the next generation of SEND specialists is essential for sustaining high-quality provision and ensuring that all pupils can access a personalised, evidence-informed curriculum.</p> <p>Research consistently highlights that teacher quality has the greatest impact on pupil progress (Sutton Trust, 2011). Through the Gallery Trust SEND Early Career Teacher (ECT 2 (2)) Pathway, Springfield will provide structured mentoring and training, enabling early career teachers to develop expertise in communication approaches, adaptive teaching strategies, and curriculum design tailored to</p>	

	<p>pupils with complex learning needs.</p> <p>This strategic investment strengthens staff capacity, ensures continuity in SEND expertise, and directly supports the school's mission to deliver outstanding, equitable education for all learners.</p>	
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<p>CPD for new subject areas as per DfE new curriculum New curriculum to be introduced in 2028 as review published within Springfield School Curriculum, such as creative arts, learning through the outdoors</p> <p>Increased capacity for teachers to undertake professional development which enables carefully considered planning, target setting, and approaches for teaching delivery based on secure knowledge of specific subject pedagogy.</p> <p>Additional subject leader time for monitoring and mentoring teachers and sharing best practice, including coaching and training.</p> <p>£2,500</p>	<p>Outdoor learning ideas Learning through Landscapes and Young people to benefit from creative education boost - GOV.UK identifies positive impacts on children's: 'confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.'</p> <p>Statistics indicate that pupils from low-income families and some ethnic minority backgrounds are less likely to visit nature or green spaces, which can limit opportunities for exploration, cultural capital, and experiential learning outside of school. Providing structured access to these environments through school-led activities helps ensure all pupils can benefit from the cognitive, social, and emotional advantages associated with engagement in natural settings.</p> <p>High-quality continuing professional development (CPD) is essential to equip teachers with the skills and confidence to deliver these enrichment opportunities effectively. Drawing on the insights of Sahlberg and Walker (In Teachers We Trust), schools can provide CPD from external experts that empowers teachers to exercise autonomy within their specialist areas, adapt the curriculum creatively, and make informed pedagogical decisions.</p> <p>Sahlberg and Walker emphasise that trust in teachers' professionalism, expertise, and creativity is the foundation of educational excellence. By investing in teachers'</p>	
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	<p>development, schools not only enhance curriculum delivery but also ensure that pupils, particularly those from disadvantaged backgrounds, have equitable access to enriched learning experiences, including outdoor and community-based activities.</p> <p>Research shows a significant rise in people seeking support for eating disorders linked to AFRID. There are clear links between neurodiversity and eating disorders / disordered eating. In order to support our students Personal Development and provide them with vital life skills, the latest research will be woven into our cooking curriculum intent and pedagogical approaches.</p>	
<p>Dynamic Risk Assessment training. CPD: This will include moving and handling</p> <p>£1,500</p>	<p>This training ensures staff understand the legal framework relating to health and safety, manual handling, and inclusive practice, and can apply Dynamic Risk Assessment to safeguard pupils and staff in real time. It supports high-quality, dignified care for pupils with severe disabilities and provides staff with the competence and confidence to act safely and professionally.</p>	
<p>Curriculum related to local visits</p> <p>£1,000</p>	<p>Curriculum-related local visits enrich learning by connecting classroom content to real-world experiences, strengthening understanding, communication, and independence. They broaden pupils' cultural capital, particularly for those who</p>	

	<p>may have limited access to community opportunities, and provide meaningful, multisensory learning that supports pupils with complex needs. Local visits also promote confidence, resilience, and social interaction, helping pupils feel included in their community while developing key skills for adulthood. By offering equitable access to diverse environments and experiences, these visits play a vital role in enhancing personal development, well-being, and curriculum engagement for all learners.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Interaction</p> <p>Activities / Approaches</p> <ul style="list-style-type: none"> ● Implementation of a whole-school Total Communication approach, including symbols, AAC, sign, gesture, and visual supports. ● Regular joint-planning with Speech and Language Therapy (SALT) to ensure personalised communication plans. ● Staff CPD on AAC modelling, communication scaffolding, interaction strategies, and 	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> ● EEF: Communication and Language approaches show a strong impact on language development, especially for disadvantaged learners. ● SEND Code of Practice (2015) requires provision to match the communication needs of pupils with EHCPs. ● Royal College of Speech and Language Therapists (RCSLT) research supports AAC modelling and multi-modal communication. ● Studies show that Total Communication improves participation, engagement, and autonomy for pupils with complex needs. 	

<p>responsive teaching.</p> <ul style="list-style-type: none">• Dedicated time for communication champions or communication leads to coach staff.• Increased access to personalised communication resources (AAC devices, symbol banks, communication books). <p>Estimated Cost: £3,000</p> <p>Breakdown:</p> <ul style="list-style-type: none">• CPD & external SALT-led training: £1,200• AAC/communication resources: £1,000• Staff coaching time release: £800		
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<p>Curriculum Access and Pedagogy (SLD/PMLD)</p> <p>Activities / Approaches</p> <ul style="list-style-type: none"> • Development and embedding of a personalised, multi-sensory curriculum aligned with EHCP outcomes. • Staff CPD on adaptive teaching, engagement models, scaffolded learning, and the SLD/PMLD curriculum pathway. • Multi-agency planning with SALT, OT, Physiotherapy, EPs and nursing teams. • Increased curriculum planning time for teachers to personalise content, pathways, and assessment. 	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> • EEF: “Special Educational Needs in Mainstream Schools” highlights the importance of adaptive teaching and diagnostic assessment. • DfE “Engagement Model” (2021) emphasises personalised, multi-sensory learning for pupils not engaged in subject-specific learning. • Research on PMLD pedagogy stresses multi-agency involvement for curriculum access (Hogg & Langa, 2020). • Ofsted SEND guidance highlights consistent adaptive teaching as a marker of quality. 	
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<ul style="list-style-type: none"> • Use of engagement profiles, early communication frameworks, and sensory learning progressions. <p>Estimated Cost: £2,000</p> <p>Breakdown:</p> <ul style="list-style-type: none"> • Specialist CPD: £1,200 • Curriculum adaptation resources: £500 • Planning & collaboration cover: £300 		
<p>Multisensory Teaching Approaches</p> <p>Activities /Approaches</p>	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> • EEF: Physical Sensory Environment evidence underscores the role of appropriate sensory provision in engagement. • Research in sensory integration therapy 	

<ul style="list-style-type: none"> ● Specialist CPD on sensory processing, sensory integration, and multisensory pedagogy. ● Development of sensory diets and personalised sensory pathways for pupils. ● Scheduled sensory regulation sessions supported by trained staff. ● Updating and maintaining sensory rooms, tactile resources, light and sound equipment, and switch-access technology. ● Coaching programme for staff across departments to ensure consistency of multisensory delivery. <p>Estimated Cost: £3,000</p> <p>Breakdown:</p>	<p>(Ayres) supports structured sensory input for regulation and learning readiness.</p> <ul style="list-style-type: none"> ● NASEN guidelines highlight the importance of staff expertise in sensory needs for SEND learners. ● Multi-sensory learning research shows improved engagement, attention and long-term retention. 	
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<ul style="list-style-type: none"> ● Sensory CPD (SI/OT-led): £1,000 ● Multisensory equipment (tactile, light/sound, switches): £1,500 ● Coaching/INSET time: £500 		
<p>Community Inclusion and Cultural Capital</p> <p>Activities / Approaches</p> <ul style="list-style-type: none"> ● Curriculum-linked local visits to parks, libraries, shops, community centres, cafés, and nature areas. ● Development of community partnerships to widen opportunities for enrichment and preparation for adulthood. ● Additional staffing for off-site visits to 	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> ● DfE: “Character Education” and Ofsted’s Personal Development framework highlight community engagement as essential cultural capital. ● Research shows children from low-income and ethnic minority families visit green spaces less frequently (Natural England, 2023). ● EEF: Outdoor Adventure Learning demonstrates positive effects on confidence, self-esteem, and social interaction. ● SEND PfA guidance emphasises real-life community experience as essential for adulthood skills. 	

<p>ensure safe ratios for pupils with mobility or sensory needs.</p> <ul style="list-style-type: none">• Structured independence programmes focusing on travel, communication, and community routines.• Parent workshops helping families access local SEND-friendly activities. <p>Estimated Cost: £2,000</p> <p>Breakdown:</p> <ul style="list-style-type: none">• Transport contribution for visits: £1,200• Staffing/cover for community sessions: £600• Community partnership materials: £200		
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<p>Home–School Communication Consistency</p> <p>Activities / Approaches</p> <ul style="list-style-type: none"> • Introduction of accessible communication channels: home–school diaries, digital platforms, videos, therapy packs. • Termly workshops for families on communication systems, sensory strategies, OT/physio routines, and AAC. • Family liaison role to support engagement, troubleshooting, and follow-up. • Joint goal-setting meetings to align school and home practice. 	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> • EEF: Parental Engagement shows positive impact on learning when communication systems are strong. • SEND Code of Practice expects co-production and shared planning with families. • Research in paediatric therapy shows improved outcomes when families implement programmes at home (Carter & Eyre, 2017). • Family-school partnership models improve attendance, engagement, and behaviour. 	

<ul style="list-style-type: none"> • Creation of short parent-friendly guides for therapy carryover. <p>Estimated Cost: £1,500</p> <p>Breakdown:</p> <ul style="list-style-type: none"> • Digital platform/communication tools: £700 • Workshop resources and delivery: £500 • Learning packs & printed guides: £300 		
<p>Socio-Economic Barriers: Engagement, Self-Regulation, Readiness to Learn</p> <p>Activities / Approaches</p>	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> • EEF: Behaviour and Self-Regulation Approaches show strong evidence for improved engagement and readiness. • DfE acknowledges poverty's impact on attendance and access to enrichment. 	

<ul style="list-style-type: none"> ● Pastoral mentoring, nurture groups and emotional regulation interventions (Zones, SCERTS-informed practice, sensory regulation). ● Breakfast provision or snack support to ensure pupils are ready to learn. ● Subsidised access to trips, clubs, enrichment and after-school activities. ● Attendance monitoring with targeted support for families facing financial or logistical challenges. ● Family support programmes: signposting, early help, community food and clothing networks. <p>Estimated Cost: £1,500</p>	<ul style="list-style-type: none"> ● EEF: Arts Participation / Outdoor Learning / Sports Participation all show benefits for confidence, wellbeing and motivation. ● SEND research links regulation support with improved participation (Prizant & Wetherby – SCERTS). 	
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<p>Breakdown:</p> <ul style="list-style-type: none"> • Digital platform/communication tools: £700 • Workshop resources and delivery: £500 • Learning packs & printed guides: £300 		
<p>Emotional Wellbeing and Life Events</p> <p>Activities/ Approaches</p> <ul style="list-style-type: none"> • Trauma-informed practice training for all staff. • Regular emotional well-being check-ins, bespoke plans, and regulation activities. • Staff supervision structures to 	<p>Evidence That Supports This Approach</p> <ul style="list-style-type: none"> • EEF: Social and Emotional Learning (SEL) shows meaningful improvements in emotional regulation and behaviour. • DfE “Mental Health and Behaviour in Schools” highlights early identification and response as essential. • Trauma-informed models demonstrate improved engagement and reduced behavioural incidents. • Consistent emotional support contributes to improved attendance, learning, and personal development. 	

<p>support reflective practice and emotional literacy.</p> <ul style="list-style-type: none"> ● Access to school counsellors, mental health support teams, or specialist practitioners. ● Development of predictable routines, transition plans, and social stories. <p>Estimated Cost: £1,500</p> <p>Breakdown:</p> <ul style="list-style-type: none"> ● Mental health/trauma CPD: £900 ● Regulation tools & sensory kits: £400 ● Supervision time: £200 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Targeted Attendance Support and Early Intervention</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Family Liaison Lead time to support attendance monitoring, early help, and personalised family support. ● Practical assistance for families such as routine support tools and attendance 	<p>DfE “Working Together to Improve School Attendance” (2022) highlights early identification and personalised family support as key drivers for improving attendance.</p> <p>Research shows that family liaison roles significantly improve outcomes for disadvantaged pupils through relational, consistent engagement (DfE, 2022).</p> <p>EEF Parental Engagement indicates that supportive relationships between school and families positively influence attendance and engagement.</p>	

<p>resources.</p> <p>Budget: £1,200</p> <p>Rationale:</p> <p>Targeted attendance support is shown by the DfE and EEF to reduce persistent absence and re-engage pupils facing socio-economic barriers.</p>		
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<p>2. Pastoral and Wellbeing Provision</p> <p>Activities:</p> <ul style="list-style-type: none"> Wellbeing check-ins, emotional regulation groups, and therapeutic resources. Contribution toward MHST or counselling input where appropriate. <p>Budget: £1,400 Rationale: EEF Social & Emotional Learning approaches demonstrate moderate to high impact on wellbeing and engagement.</p>	<ul style="list-style-type: none"> EEF Social and Emotional Learning (SEL) approaches show an average of +4 months impact on wellbeing, self-regulation, and engagement. DfE “Mental Health and Behaviour in Schools” emphasises the importance of early intervention, structured emotional support, and staff expertise. Research in trauma-informed practice (Bath & Trauma Centre) demonstrates improved emotional stability and reduced behavioural incidents when pupils receive consistent, relational support. 	
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3. Behaviour and Self-Regulation Support

Activities:

- Training and implementation of SCERTS-informed practice.
- Sensory regulation resources (sensory kits, emotion cards, regulation tools).
- Personalised regulation plans developed collaboratively with specialists.

Budget: £900

Rationale: DfE “Behaviour in Schools” and EEF Behaviour Interventions

- EEF Behaviour Interventions highlight that proactive regulation strategies and structured routines lead to improved engagement and reduced disruption.
- SCERTS framework research (Prizant & Wetherby) demonstrates positive impact on emotional regulation, communication, and social participation.
- EEF Special Educational Needs in Mainstream Schools emphasises adaptive teaching and personalised regulation as effective for pupils with complex needs.

highlight that proactive regulation reduces incidents and increases engagement.

4. Strengthening Family Engagement

Activities:

- Parent workshops on communication, AAC, sensory strategies, OT/physio routines.
- Development of accessible communication tools (digital platforms, learning packs).

Budget: £1,000
Rationale: EEF “Parental Engagement” shows

EEF Parental Engagement—clear, consistent communication and practical support for families improves pupil progress and behaviour.

SEND Code of Practice (2015) requires co-production with families and evidence-based home–school collaboration.

Studies in AAC and therapy carryover show improved outcomes when families receive structured training (Carter & Eyre, 2017).

<p>strong evidence of positive impact when communication is frequent, accessible, and collaborative.</p>		
<p>5. Enrichment and Cultural Capital (Community Inclusion)</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Subsidised access to curriculum-linked community visits. ● Additional staffing for community-based learning to ensure safe ratios. ● Resources to support independence and communication during visits. 	<ul style="list-style-type: none"> ● Ofsted’s “Personal Development” judgement identifies cultural capital and community participation as essential for equitable outcomes. ● Natural England (2023) found that pupils from low-income and ethnic minority families visit green spaces less often, reducing opportunities for enrichment. ● EEF Outdoor Adventure Learning finds improvements in confidence, social skills, and emotional resilience. ● PfA (Preparing for Adulthood) guidance emphasises real-life community learning as essential for independence and future pathways. 	

<p>Budget: £1,100 Rationale: EEF Outdoor Adventure Learning, Natural England research, and Ofsted's Personal Development judgement highlight the value of equitable access to enrichment.</p>		
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<p>6. Extended Pastoral Support for Pupils Facing Socioeconomic Barriers</p> <p>Activities:</p> <ul style="list-style-type: none"> ● Breakfast/snack provision to promote readiness to learn. ● Funding for essential items for pupils (e.g., 	<p>DfE research on disadvantage and attendance confirms that poverty and unmet basic needs significantly affect engagement and readiness to learn.</p> <p>EEF “Breakfast Clubs” guidance shows improved punctuality, behaviour, and readiness to learn for disadvantaged pupils.</p> <p>Maslow’s Hierarchy applied in educational research demonstrates that basic needs must be met for effective learning and self-regulation.</p>	
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<p>equipment for activities, basic needs).</p> <p>Budget: £548</p> <p>Rationale: Schools facing high levels of deprivation show improved engagement and behaviour when basic needs are supported (DfE).</p>		
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Total budgeted cost: £51,448.00

Part B: Review of outcomes in the previous academic year

Activity (24-25)

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enhanced Continuing Professional Development opportunities, in line with the School's Raising Achievement Plan</p> <p>Experienced leaders mentoring ECT /Unqualified / new to Springfield teachers with regards to understanding pupils' Special Educational Needs, the school curriculum and our approach to teaching and learning.</p>	<p>CPD and induction focused programme targets the impact of training to mean improvements for all learners and especially for disadvantaged students as well as developing understanding of the specific SEND needs of our students.</p> <p>Good quality first teaching benefits all students and has a particularly positive effect on children who are eligible for the pupil premium funding. <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> (EEF, 2018).</p> <p>QFT is mentioned in the 2015 government document Special educational needs and disability code of practice: 0 to 25 years. <i>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN.'</i></p>	<p>1,2,3</p>
<p>Increase in Senior Leader time to oversee the implementation Communication Assessments, target setting and teaching and learning.</p>	<p>EEF evidence that communication strategies have high impact for low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/communication-and-language-approaches</p> <p>Springfield school works closely with Speech and Language therapists to embed a 'Total communication approach' and to individualise strategies in relation to children's outcomes.</p>	<p>2,3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for students with OT and Physio Needs	By targeting the coordination of additional support staff work with pupils who require OT and Physiotherapy we expect to see significant improvements in outcomes in these areas for our disadvantaged pupils.	6
<p>Additional support for students whose needs cannot be met within the universal provision provided at Springfield and additional funding has yet to be approved.</p> <p>To provide 1:1 support for pupils to be able to achieve their targets. To provide support within lessons to improve understanding of learning and allow time to practise and apply learnt skills. To build pupils' confidence.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	5 / 3

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

Budgeted cost: £4,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced sensory regulation equipment for pupils with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>Education Endowment Foundation 'Improving Behaviour in Schools' (2021) states that a child that struggles with sensory processing will often find it difficult to process and act upon information received through the senses.</p> <p>This reinforces our observations that support for pupils with sensory needs can be enhanced with resources such as weighted jackets, trampettes, peanut balls.</p>	<p>3</p>

Curriculum Enrichment opportunities – for example Duke of Edinburgh	<p>Through educational visits, access to targeted activities which are built around student aspirations and interests. Through access to extracurricular activities, and observations and discussions with students and their families.</p> <p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2

Total budgeted cost: £34,984 (24-25)

Externally provided programmes

Programme	Provider
Bocca	Oxford Schools sport
Tennis	Tim Henman Foundation
Table Cricket	Oxfordshire Cricket Board

Service pupil premium funding (optional)

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p> <p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>In 2024–25, Springfield School spent £34,984 of Pupil Premium funding across three key areas.</p> <p>Teaching (£10,000): Investment in CPD, mentoring of early career teachers, and senior leader oversight strengthened high-quality, personalised teaching, particularly for disadvantaged pupils with SEND. This led to improved understanding of pupils’ communication and learning needs and better implementation of the Total Communication approach.</p> <p>Targeted Academic Support (£20,000): Funding provided 1:1 and small-group support for pupils with OT, physiotherapy, and additional learning needs. This enhanced skill development, confidence, and progress, particularly for pupils who required more intensive, personalised intervention.</p> <p>Wider Strategies (£4,984): Resources for sensory regulation, curriculum enrichment (including Duke of Edinburgh), and contingency funding supported emotional regulation, engagement, and access to wider opportunities. Pupils benefited from improved sensory processing, participation in enrichment activities, and timely responses to emerging needs.</p> <p>Overall, the allocation contributed to stronger personalised support, improved</p>
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	pupil engagement, and progress towards EHCP and wider developmental outcomes, ensuring that disadvantaged pupils were effectively supported both academically and socially.
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Further information (optional)

Springfield School's Pupil Premium Strategy is focused on ensuring that pupils who experience socioeconomic disadvantage receive the targeted support they need to make strong academic, personal, and social progress. Funding is used strategically to strengthen high-quality teaching, enhance communication and multisensory learning, and remove barriers that may affect attendance, engagement, wellbeing, or access to enrichment.

Key priorities include improving pupils' communication skills, supporting complex learning needs through adaptive and multisensory teaching, increasing access to community experiences, strengthening home-school partnerships, and promoting emotional regulation and readiness to learn. Investment in staff training, specialist resources, and targeted pastoral support has already led to greater consistency in practice, stronger progress towards EHCP outcomes, improved engagement, and wider participation in enrichment activities.

Overall, the strategy is helping to ensure that disadvantaged pupils achieve positive outcomes in line with their peers, experience a rich and inclusive curriculum, and are well-supported in developing the skills and confidence needed for life beyond school. Governors are encouraged to continue monitoring the effectiveness of the strategy through progress data, attendance information, pupil voice, and evaluation of funded

interventions