Pupil Premium Strategy Statement: Springwood Primary 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Springwood Primary School
Number of pupils in school	401
Proportion (%) of pupil premium pupils	63%
Academic year covered by strategy plan	2026-27
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Jeanette Woodward-Styles
Pupil Premium lead	Laura Whittaker
Governor/Trustee Lead	Tracey Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,480.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1884

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupil Premium activities are planned to provide the support and strategies needed to facilitate increased engagement with learning for our pupils, enabling them to make progress in all areas of learning.

Fundamental to our approach is child-centred, personalised teaching and learning that meets the individual needs of pupils, supporting them to access a meaningful, broad and balanced curriculum, enabling them to progress towards the key outcomes in their Education Health Care Plan. The development of communication skills remains a constant priority for our pupils as this increases their understanding of learning, independence and interaction with people at home, in school and within the wider community.

Although our strategy is focused on the needs of our pupil premium pupils, it will benefit all pupils in our school, where funding is spent on whole-school approaches. As such, we recognise that all pupils at Springwood have vulnerabilities and, therefore, we aim to reduce barriers to learning to ensure equality of opportunity is provided for all.

Challenges

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

Challenge number	Detail of challenge
1	Pupil's difficulties in social communication and interactions and sensory processing needs act as a barrier to learning.
2	Pupils have increasingly complex sensory needs that need to be met to enable them to be ready to learn and engage in learning.
3	An increasing number of pupils experience barriers to learning as a result of their physical, medical and mental health needs.
4	Due to pupils being transported to school via LA transport we cannot always have day-to-day interactions with parents/carers to offer support. In addition, a high number of pupils are from families with English as an Additional Language, which can act as a barrier to learning.
5	Pupils do not always have opportunities to participate in activities outside of school due to parents / carers own need for support with care for their child.
6	It is essential that pupils basic care needs are met in order to enable us to keep them regulated and overcome their barriers to learning.

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
Pupils will develop their understanding of language and have an effective means of communicating with others. Staff are confident in strategies for developing pupils' communication skills.	Pupils will demonstrate increased progress in Communication as evidenced in their progress towards EHCP objectives and any formal Speech and Language assessments.
Pupils will access learning and make progress due to targeted support for the development of communication skills, behaviour for learning and sensory processing, including in the outdoor learning environment.	Pupils will make expected or better than expected progress towards their targets in all areas of the Springwood Teaching Framework and their EHCP outcomes.
Pupil Premium pupils (at Craig Hall), for whom it is appropriate, will access Music Therapy sessions as a means of developing their engagement and interaction with learning.	Pupils' engagement with learning, communication and interaction skills will be observed to have increased.
Pupils will have access to learning opportunities outside the classroom that will support the development of skills (educational visits and Year 6 residential).	All Pupil Premium pupils that off-site activity is appropriate for will access educational visits and the residential in Year 6 (subject to parental consent). Pupils' engagement with activities will be observed.
Joint working between home and school will provide support to address the holistic needs of all Pupil Premium pupils, including those with complex medical, physical and mental health needs.	Families of Pupil Premium pupils will access the support needed to address the holistic needs of their child (where needed), resulting in the pupils having improved well-being and increased engagement with learning when in school and at home.
Pupils will be supported to regulate, reducing their barriers to learning, by having their basic needs met.	Pupils will demonstrate increased regulation, engagement in learning and, in some cases, increased attendance in school.

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

Budgeted cost: £129,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training sensory focussed approaches; Attention Autism and Jabadeo Foundation Curriculum implementation	It is fundamental to progress that pupils are engaged in highly motivating and appropriately delivered learning opportunities. The needs of the pupils at Springwood have continued to change in complexity over time. High-quality staff CPD is crucial in ensuring that the delivery of teaching and learning, in specialist approaches is consistent, relevant and bespoke to the complex needs of our pupils. Supporting high-quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap. Allocating resources to effective CPD enables us to support staff to develop the skills required to ensure high-quality teaching. Effective Professional Development | EEF	1
Whole school CPI training	Regulation support continues to be a priority area of development as all pupils in school need to be regulated in order to access their learning in an appropriate way. Skilled staff can assist with targeted and bespoke strategies to support and maintain readiness to learn.	2,3,6
One TA3 assigned to undertake swim support and teaching.	One Part time (21.5 hours per week) TA3 will be assigned to swim support across school. The swim specialist TA3 will work closely with classes to support water confidence, water safety awareness as well as promoting enjoyment in their swim skill development. The evolution of our swim curriculum and specialist led CPD will ensure school wide impact as close collaboration with teachers and class staff teams will support success.	2, 3, 4
3 additional TA1 staff will be allocated to support teaching and learning across school.	Our evolving curriculum requires the support of skilled staff to implement bespoke and specialist approaches to teaching and learning. Increased staffing support in our most complex classes will reduce barriers to learning and allow for more supported access for all.	1,2,3,5,6

Targeted support

Budgeted cost: £72,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to work with pupils and provide training / support to staff.	Communication is a priority area of development for all the pupils at Springwood as understanding of language and having an effective means of expressing themselves has an impact on the pupil's ability to learn. The specialist skills and knowledge of a Speech and Language Therapist will contribute to the development of these communication skills across the school through direct work with pupils and training / support for staff. EEF Communication and Language support suggests that children's language development benefits from approaches that support communication through talking and non-verbal expression. Education Endowment Foundation | EEF	1
Music Therapist to work with identified pupils on a weekly basis at Craig Hall.	Due to their special educational needs, some pupils are reluctant to engage with other people and activities. Music therapy offers an evidence-based approach that has many benefits for pupils with SEND. Music is motivating for many pupils, and, in a one-to-one session, the Therapist will follow the child's lead and use this to develop their communication, interaction and engagement. As the pupil's communication and interactions develop, their engagement with learning should also improve. Music therapy in schools - Nordoff and Robbins	1, 2
Allocation of EPS time to develop whole school MHfA strategy and gain accreditation of Gold Emotional Friendly School Status	Evidence shows the effective, sustainable way to improve mental health is to adopt a whole school approach where all parts of the organisation and its community are encouraged to work together in their commitment to wellbeing. Working with the EPS to develop a clear MHfA strategy will strengthen our current practice to ensure we are meeting the needs of the whole school community. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	2, 3, 6

Wider strategies

Budgeted cost: £208,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium pupils to participate in learning outside the classroom opportunities, including residential visits.	The families of some Pupil Premium pupils are unable to self-fund the cost of educational and residential visits. If this funding was not available, these activities may not take place, and pupils would not have access to these opportunities which enhance and motivate their learning and contribute to their overall wellbeing. The benefits of adventure for children and the opportunities for learning and development that it can bring, supports children to live healthy, fulfilling lives. Evidence+summary+–+the+benefits+of+adventure+for+children+(1).pdf	3, 5
Two Family Liaison Officers to provide additional support for pupils and their families.	We understand that education is a partnership between school and home with the child being at the centre. We strive to build good relationships with all our parents and carers and encourage participation wherever possible. Our two family liaison officers work with families to offer support and advice to overcome barriers, offering a graduated approach to engage and meets the needs of our pupils and their families to increase attendance and engagement in school. Understanding the use of Attendance & Family Liaison Officers… | EEF	4, 6
School meal provision for Pupil Premium pupils.	It is essential that pupils' basic needs are met in order to keep them regulated and engage them in learning. We ensure that all pupils have access to a suitable meal during the course of the school day. Maslow's Hierarchy of Needs: What It Is & How It Applies to Education	2, 6

Total budgeted cost: £349,480 (inc £5380 PLAC)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>Pupils will develop their understanding of language and have an effective means of communicating with others. Staff are confident in strategies for developing pupils' communication skills.</td><td>Pupils will demonstrate increased progress in Communication as evidenced in their progress towards EHCP objectives and any formal Speech and Language assessments.</td></tr>
<tr><td colspan="2">The Speech and Language Therapist funded by Pupil Premium has delivered specialist support through a team of seven therapists across all Springwood sites. This includes direct work with identified pupils and small groups, contributions to EHCP annual reviews, feeding assessments, and engagement with parents through meetings and reviews, as well as staff training.

• Completed EHCP annual reviews by providing a Speech and Language Therapy report
• Created therapy programmes and resources which have been shared with class teachers and parents to continue with support at home
• Completed communication reviews of pupils who are currently open to Speech and Language Therapy and provided advice where appropriate or needed
• Completed blocks of intervention, including 1:1 and small groups to work on pupils' targets.

SALT input has continued to strengthen the implementation of Total Communication strategies across all pathways and environments by supporting in developing staff confidence.</td></tr>
<tr><td>Pupil Premium pupils (at Craig Hall), for whom it is appropriate, will access Music Therapy sessions as a means of developing their engagement and interaction with learning.</td><td>Pupils' engagement with learning, communication and interaction skills will be observed to have increased.</td></tr>
<tr><td colspan="2">Music Therapy takes place in the therapy room on Thursdays, where the Music Therapist conducts x6 30-minute sessions per day. These have been made up of 2 small groups and 4 individual sessions over the course of the year, the approach to which is devised from the children's individual needs and starting points. Individual feedback is provided on impact on individual pupils which provides a great overview of progress made. The timetable is reviewed each half term in discussion with the class teacher and TA staff of each child or group, and a flexible approach allows for any changes in behaviour that may need managing, both in and out of Music Therapy, to be addressed. This year, the Music Therapist has worked with 30 children - some having regular weekly sessions and others on a more 'ad hoc' basis. The Music Therapist works predominantly with children who are classed as 'non-verbal' - those with PMLD and those with ASD. A referral system is in place, so that staff can refer any children who they think may benefit from sessions. This continues to be a very valuable addition to the offer our pupils receive!</td></tr>
<tr><td>Pupils will develop their understanding of language and have an effective means of communicating with others. Staff are confident in strategies for developing pupils' communication skills.</td><td>Pupils will demonstrate increased progress in Communication as evidenced in their progress towards EHCP objectives and any formal Speech and Language assessments.</td></tr>
</table>

Whole school staff training in ELKLAN funded by Pupil Premium has supported all pupils across school. Communication is integral to pupils' access to learning, as well as to being happy and settled in school as their needs are fully met by adults who provide the tools to allow them to be understood. Class staff were able to implement new initiatives and ways of working into classroom practice, because of their discussion and reflections in training. A deeper understanding of communication levels has assured classroom practice and individual outcomes for pupils. Learning Intention Map and SOLAR data has seen good levels of progress in communication across all pathways of learners.	
Pupils will have access to learning opportunities outside the classroom that will support the development of skills (educational visits and Year 6 residential).	All Pupil Premium pupils that off-site activity is appropriate for will access educational visits and the residential in Year 6 (subject to parental consent). Pupils' engagement with activities will be observed.
Funding was used to contribute towards the cost of the Year 6 residential to Bendrigg for Pupil Premium pupils. These pupils had the opportunity to engage in a range of outdoor and adventurous activities in a specialist environment and demonstrated good engagement with and enjoyment of these varied activities. They were also encouraged to develop their independence skills through participation in household tasks. Educational visits continue to be accessed as we engage in the local community. A real highlight this year was our involvement in off-site Forest School sessions off-site. These were supported by an external, local community garden and saw three classes access a half-term of sessions. This was a fantastic opportunity and pupils were observed to have increased levels of engagement, communication and were able to develop new skills in an exciting and new environment.	
Joint working between home and school will provide support to address the holistic needs of all Pupil Premium pupils, including those with complex medical, physical and mental health needs.	Families of Pupil Premium pupils will access the support needed to address the holistic needs of their child (where needed), resulting in the pupils having improved well-being and increased engagement with learning when in school and at home.
Our family liaison officers (FLOs) continue to be a huge asset to the school community in providing invaluable, holistic support to our families. Supporting families in applications for wider support, liaising closely with social care and Early Help teams and attending to the unique needs of our families. They form an integral part of the schools safeguarding team, in safeguarding pupils and families and in reviewing and supporting with pupil attendance needs. The FLOs identify where wider input and support might be necessary and signpost families or act on behalf of families to ensure they receive. As a result of their input pupils have improved wellbeing, engagement and attendance in school.	
Pupils will be able to access inclusion opportunities in a range of settings to improve their academic and social progress.	Pupils have access to a wider range of experiences and are provided with opportunities to engage in a range of activities with their peers.
Inclusion opportunities have continued to be a priority over the course of the year. Using trust school links has been particularly strong. This year saw a class of our formal learners access their learning in their own classroom over at Grosvenor Road School. This mainstream school environment was invaluable in supporting our pupils social and interaction skills with mainstream peers, engaging alongside each other in play, unique learning opportunities and whole school events. One pupil has continued to access inclusion at Irlam Primary School which has seen our staff support withdrawn as her confidence grew to access her time here independently. Enrichment opportunities have continued to provide a variety of experiences to pupils. Enrichment sessions allow pupils to engage in activities alongside different peer groups and staff in activities of their choosing and preference. They provide pupils with valuable opportunities to experience new activities and explore outside of their usual routines and structures.	

Actual funding for 2025-26:

Speech and Language Therapist	£28,948
Music Therapist	£4500
Educational Visits	£10,000
Staffing, including Family Liaison Officers	£144,574.00
Free School Meals	£107,074.50
Ed Psych	£1375
CPD	£15,000
Post LAC	£5260

£316,731.50