

Spring Bank Primary School

Pupil Premium Strategy Statement 2024-2026

Last reviewed: December 2025

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.

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

School Overview

Detail	Data
School name	Spring Bank Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	39 22%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2024 Updated in December 2025)
Date on which it will be reviewed	December 2026
Statement authorised by	Jordan License
Pupil premium lead	Jordan License
Governor lead	Lee Arnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,085
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	£59,085

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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our vision at Spring Bank Primary School is for every disadvantaged child to thrive and lead a happy, healthy life. Driven by our motto, 'A community that learns, grows and succeeds together', we are dedicated to closing the attainment gap and ensuring that all pupils, irrespective of their starting points, have the opportunity to succeed.

We hold an absolute conviction that every child can succeed; this drives our solution-focused approach to dismantling barriers to learning. Our strategy fosters a genuine love for learning while ensuring individual needs and interests are met with precision. To guarantee this, all staff are fully aware of our disadvantaged cohorts and implement bespoke support strategies. We ensure these pupils have equitable access to all clubs, activities, and enrichment, both within and beyond the school day.

Our Pupil Premium strategy is specifically designed to maximise the achievement of disadvantaged pupils by adhering to the DfE's tiered approach: prioritising high-quality teaching, targeted academic support, and wider strategies. We ensure that provision is bespoke, addressing individual needs through a holistic lens that extends beyond academic intervention. This includes high-quality in-class support and evidence-based interventions aimed at narrowing attainment gaps. Crucially, we provide robust Social, Emotional, and Mental Health (SEMH) support for both pupils and their families, directly enhancing attendance and readiness to learn. We use our outdoor environment, to bolster wellbeing. To guarantee an equitable experience, funding subsidises educational visits, residentials, and peripatetic music tuition. We also provide access to essential digital platforms for literacy and numeracy. During lunchtimes, staff are strategically deployed to facilitate positive play through the OPAL platform.

We remain vigilant in monitoring extracurricular participation; if disadvantaged pupils are under-represented, we proactively recruit and fund their involvement. Where non-financial barriers—such as logistics, transport, or low confidence—limit participation, we employ targeted strategies to remove these obstacles. The impact of this provision is rigorously monitored through data tracking and discussions during termly Pupil Progress Meetings. We gather and triangulate pupil and parent voice, using these insights to refine our provision and ensure our offer remains responsive, engaging, and highly effective for our disadvantaged community.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health (SEMH) issues:</p> <p>A large majority of our disadvantaged pupils present with higher levels of anxiety, lower resilience and poor self-esteem, which are significant barriers to engaging with their learning effectively. This has been compounded since the pandemic, requiring targeted support to improve their readiness and learning behaviours. 47% of children on the SEN register's primary or secondary need is SEMH. 59% of children who are PP and SEN have SEMH as a barrier to their learning.</p>
2.	<p>Limited language and communication skills and an increased number of pupils with low language proficiency.</p> <p>A significant number of our disadvantaged pupils enter the school with limited language and communication skills; this is evident both in our Reception intake and among pupils joining the school in-year with English as an Additional Language (EAL). This increasing trend of low language proficiency across all year groups acts as a primary barrier to curriculum access. Our strategy, therefore, prioritises oracy strategies in wave 1 and wave 2 teaching and bespoke EAL support to narrow the 'word gap' and ensure that every child makes accelerated progress from their starting point.</p> <p>Of the 70 current EAL students, 35% are "New to English" or in the "Early acquisition" phase (Band A or Band B). The largest majority of our children (42%) are "Developing competence" (Band C).</p>
3.	<p>Early reading and phonics attainment issues, compounded by Special Educational Needs and Disability (SEND) and Speech/Language needs:</p> <p>There is a need to improve outcomes in early reading and phonics, evidenced by the 20% result in GLD (40% in the ELG for word reading, and comprehension) at the end of Reception and 20% in the Year 1 Phonics Check in the previous year (2025) for disadvantaged pupils. This challenge is intertwined with the significant and complex SEND needs of some disadvantaged pupils and identified issues around speaking, listening, and English as an Additional Language (EAL), which directly impacts their access to learning.</p>
4.	<p>Limited Cultural Capital</p> <p>A lack of enrichment experiences outside school, including sporting, cultural, and creative opportunities, is limiting knowledge, experience and the vocabulary needed for high-quality learning outcomes. This impacts wider school life but also specific subject areas such as reading and writing.</p>
5.	<p>The Pupil Premium Attainment Gap in Statutory Assessments:</p> <p>A measurable gap remains between the performance of disadvantaged pupils and their peers in core subjects and Good Level of Development (GLD). This trend is driven by a combination of factors, including lower baseline entry points and children who have more than one recognised barriers to their learning (EAL or SEN). To mitigate this, we prioritise a 'quality-first' teaching approach alongside targeted academic support, ensuring that every pupil is empowered</p>

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	to meet or exceed age-related expectations regardless of their socioeconomic background
6	<p>Attendance and punctuality's need for improvement:</p> <p>Targeted attendance initiatives have successfully driven an increase in the attendance of our disadvantaged cohort, which has risen to 93.4% from 86.4% in 23/23 and 90.8% in 23/24. However, we acknowledge that attendance and punctuality for these pupils still require further improvement to align with school-wide targets.</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
To narrow the attainment gap in core subjects (Reading, Writing, and Maths) and GLD.	Disadvantaged pupils achieve in line with, or exceed, national expectations. Internal and statutory data demonstrate accelerated progress, ensuring that socioeconomic background is not a predictor of academic outcome. High-quality teaching remains the primary driver of this parity.
To reduce the 'vocabulary gap' and ensure all pupils are more confident, articulate communicators.	Pupils—including those joining with EAL or lower baseline language proficiency—demonstrate rapid acquisition of age-appropriate and academic vocabulary. This is evidenced through improved outcomes in EYFS Communication and Language and enhanced quality of written and oral expression across the wider curriculum.
To secure consistent attendance and punctuality.	Attendance for disadvantaged pupils aligns with the school target of 96%. A rigorous, support-led approach leads to a significant reduction in Persistent Absence (PA). Pupils arrive on time and are 'ready to learn,' benefitting from the full breadth of the morning curriculum.
To enhance cultural capital and social mobility through a rich, equitable enrichment offer.	Every disadvantaged child accesses a wide range of sporting, creative, and cultural experiences. By removing financial and logistical barriers, we ensure high levels of participation in residentials, music tuition, and extracurricular clubs.
To foster high levels of resilience, self-regulation, and emotional wellbeing (SEMH).	Disadvantaged pupils demonstrate increased emotional resilience and utilise self-regulation strategies effectively. This is evidenced by positive 'Pupil Voice,' reduced behavioural incidents during unstructured times, and a measurable impact from targeted SEMH interventions.

Activity in this academic year (2025-2026)

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

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenges addressed
<p>CPD and resources for reading Whole Class Reading</p>	<p>Purchasing texts to enable WC reading to take place. Training from within the MAT will take place to ensure all children engage with high-quality texts with high-quality interactions. Staff will have allocated CPD time to share good practices and further develop these approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>5</p>
<p>CPD on meeting the needs of children with SEND.</p>	<p>A number of disadvantaged pupils are on the SEND register, therefore staff CPD will be delivered to ensure that all teachers are confident meeting the needs of children with double disadvantage.</p> <p>An additional member of staff will commence the NPQSEND. As a school, we can access this free of charge, but support to complete the qualification and release time are additional costs.</p> <p>Two staff members will attend the Leeds New to Senco training with a specific focus on Leeds' current model of support and EHCP frameworks.</p> <p>Our SENDCo will continue her NPQSENco qualification and will attend SEND network meetings with the Trust and Cluster. Information will be disseminated back to staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 5</p>
<p>Effective CPD for all staff linked to meeting the learning needs of pupils</p>	<p>Assessments and monitoring have identified that further specific interventions are needed to support our pupils and there are associated training needs with these.</p> <p>Release time will be given to our senior leaders to mentor/coach staff to develop their adaptive teaching</p>	<p>1,5</p>

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	<p>strategies and the implementation of IPMS with a focus on all three waves of support.</p> <p>Release time and CPD to further implement Adaptive Teaching strategies.</p> <p>https://educationendowmentfoundation.org.uk/news/checking-for-understanding-that-leads-to-action-adaptive-teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	
<p>Purchase of standardised diagnostic assessment (NFER) to ensure these assessments inform future provision and to ensure QLA is accurate.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</p>	<p>5</p>
<p>Improve the quality of social and emotional learning in school. Continued training for all staff to focus on children's mental health and wellbeing through various approaches.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Re-writing the behaviour policy following the Positive Regard training and Restorative Practice CPD. Zones of Regulation training delivered to support children with SEND/SEMH alongside our behaviour policy.</p> <p>Continuing with the OPAL program during lunchtimes to support the wellbeing of pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,5</p>
<p>Purchase Flash Academy to support the teaching and assessment of children with</p>	<p>The EEF Toolkit indicates that digital technology can provide a high impact (+6 months progress) when used to supplement, rather than replace, high-quality teaching. Flash Academy provides a structured pathway for English as an Additional Language (EAL) learners to develop linguistic fluency through bespoke, target-driven</p>	<p>2</p>

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limited proficiency of English.	lessons. It also provides class teachers with bespoke guidance to support pupils in whole-class teaching as part of wave 1 provision.	
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Targeted academic support (eg. tutoring, 1:1 support, structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenges addressed
Additional support staff across school to implement interventions for pupil premium children and those in the 20%.	<p>Interventions to be carried out during the academic year 2025-2026 include:</p> <ul style="list-style-type: none"> Neli (Reception) No nonsense phonics (Years 1 and 2) Key Stage 1 Mastering Number Nessy <p>Focussed interventions close the gap between disadvantaged and non-disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2,3,5
Provision of a qualified speech and language therapist (NHS).	<p>Targeted support for disadvantaged children who have speech and language delay is provided every two weeks by a qualified SALT. The SALT is able to support staff to deliver quality speech and language intervention.</p> <p>Additional support will be provided to create an EAL toolkit for children new to the country/school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2,3,5
Additional reading materials to improve the library and reading at home.	<p>Investment in books which are representative of the children at our school and which actively promote reading for pleasure by having texts of all types & genres for all ages.</p>	2,3,5

Wider strategies (eg. related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenges addressed

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<p>All disadvantaged children have the opportunity to learn a Musical instrument.</p>	<p>Individual PP children can learn to play an instrument through individual teaching sessions provided by Artforms</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</p>	<p>4</p>
<p>Subsidised visits and visitors to allow disadvantaged children to access wider opportunities.</p>	<p>The gap between disadvantaged and non-disadvantaged pupils can only be narrowed by ensuring pupils can only be narrowed by ensuring opportunity for all children. In order for our children to fully engage in the curriculum and make links between learning, they need to have first-hand experience and opportunities that may not be provided for at home.</p> <p>These include Y4 & Y6 residential.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socioeconomic-disadvantage-and-the-attainment-gap</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	<p>4</p>
<p>Safeguarding & Pastoral lead to offer family support, to work with individual pupils with SEMH and to lead on the improvement of attendance.</p>	<p>Narrowing the attendance gap requires a shift from universal monitoring to bespoke, case-level intervention. Our Safeguarding & Pastoral Lead leads this by identifying the underlying SEMH or familial barriers to school attendance.</p> <p>The lead also acts as the 'Lead Professional' when coordinating Early Help plans, ensuring support to the family unit.</p> <p>This bespoke level of support ensures that the school's most vulnerable pupils are not only present but are emotionally 'ready to learn,' directly facilitating their ability to benefit from class-based interventions.</p> <p>The S&P lead also delivers SEMH interventions, such as Lego therapy & Drawing and talking therapy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,5,6</p>
<p>Cluster support for vulnerable families</p>	<p>The school is a member of the Headingley and Kirkstall cluster. This enables us to refer families for additional support. This includes Family Support Workers, counselling, SEMH support and Early Help meetings. This ensures families are supported and valuable services can be accessed in a timely manner.</p>	<p>1,6</p>
<p>Funding for extended services provision (Before school Breakfast</p>	<p>PP children are targeted and offered free attendance at this breakfast club that is run by the learning mentor at school to eat and do some individual reading or have some support with homework if this is also needed.</p>	<p>1, 4, 5,6</p>

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Club & After school club)	Some PP children are invited to attend ASC for free to support with homework, especially reading. https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast interventions - rapid evidence assessment.pdf?v=1765895966	
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Total budgeted cost: £101,500

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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 2024 to 2025 academic year.

Cultural capital

As part of our offer for cultural capital, we offered all PP children opportunity to participate in free musical instrument tuition and free after school clubs for sports.

22% of PP children accepted the offer of free music tuition.

51% of PP children accepted the offer of free extra curricular clubs (not including music)

100% of PP children attended forest schools / the school's allotment free of charge

100% of PP children attended a theatre performance free of charge

Attendance & punctuality

The breakfast club offers a free option for certain families.

49% of our pupil premium children accessed breakfast club last year, supporting with the increase in punctuality and attendance.

- PP attendance continued an upward trajectory after increasing by 2.6% from 23-24 to 24-25, reaching 93.4%.
- PP punctuality improved for another consecutive year. Average lates marks per pupil over the year decreased from 6.9 lates to 2.4.

Statutory data

At the end of 2024-2025 academic year, statutory assessments took place.

The following data reflects the disadvantaged cohort:

EYFS GLD – 20% of our disadvantaged pupils received a Good Level of Development (1/5 children)

Year 1 Phonics – 20% (1/5 children)

Y4 MTC – 8% (25/25) 33% (20+) (1/11 children and 4/11 children)

KS2 SATs

ARE +

Reading – 80% (4/5 children)

Writing – 40% (2/5 children)

Maths – 60% (3/5 children)

Reading, Writing and Maths combined – 40% (2/5 children)

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The school remains focused on improving outcomes for children in receipt of pupil premium funding by the end of 2027, adopting the strategies set out in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Tables Rockstars	TT Rockstars
Spelling shed and maths shed	Ed Shed
Floppy Phonics reading programme	Oxford
No Nonsense Phonics	Phonics International
“Teaching for Mastery”	West Yorkshire Maths Teaching Hub
Mastering Number Programme	West Yorkshire Maths Teaching Hub
Speech and Language Therapist	NHS
The Leeds Well School Partnership	Leeds Rhinos Foundation