

Pupil Premium Strategy Springfield Academy

1. Summary information					
Academic Year	2019/20	Total PP budget	£197,752	Date of most recent PP Review	September 2019 (Internal)
Total number of pupils	541	Number of pupils eligible for PP	153 (28.3%)	Date for next external review of this strategy	June 2020

Year 6 outcomes 2018/19 - based on 30 children out of a cohort of 89		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	43	68
% achieving in reading	47	68
% achieving in writing	57	85
% achieving in maths	63	81

Progress: Year 6 outcomes 2018/19 - based on 30 children out of a cohort of 89		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
making progress in reading and scaled score	-1.7 (98)	-0.5 (102.5)
making progress in writing and scaled score	0.3 (N/A)	0.6 (N/A)
making progress in maths and scaled score	0.7 (10.5)	1.1 (103.6)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	A significant minority of PP children with persistent absence.	
B.	School serves an area of very high social deprivation.	
C.	When children start school in EYFS and joining mid-year, they are often not school ready in terms of their physical and emotional needs being met.	
D.	Identify what barriers there are to learning and ensure intervention is immediate and monitored	
E.	Pupils' well-being is adversely affected by their disadvantaged home life, often leading to social and emotional difficulties.	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium funding to impact on accelerating progress for all disadvantaged children.	progress on school's assessment system for target pupils. Individual class and year group-based targets for start and end of year attainment levels for PP.
B.	To accelerate progress for PP children in specific year groups identified in July 2019 tracking, with a significant gap between PP children and rest of cohort.	Gaps to close in: -Year 6 -Year 2
C.	A rise in attendance and drop in persistent absence for identified children.	Overall attendance of PP children 2018/19- 95.2% Target for 2020/19-95 % % of children with PP classed as persistent absentees – 2018/19- % Target for 2019/20- %
D.	Remove barriers to learning through ensuring individual and group support is in place to impact positively, removing the barriers.	Baseline of identified children evidenced Pira/ Puma. Support programmes and strategies planned, delivered and assessed for impact. Regular evaluation in Pupil Progress meetings, SLT Inclusion and through Pira/ Puma to assess impact of identified children succeeding in lessons through regular engagement, leading to progress in line with, or exceeding, expected levels. Development of PP action plans for each class stating what provision each PP child receives
E.	Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning through implementation of RWInc	Baseline of identified children evidenced on Otrack using RWInc assessments Children meet targets for speaking and listening, writing and reading in YR and Y1. Progress towards targets evaluated through Pupil Progress meetings and SLT reports at end of Terms 2, 4 and 6.
F.	Ensure that all PP children have access to all clubs, school visits and residential	All children attend all trips No children are prevented from taking part in any residential, trips or clubs due to financial hardship.

2. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure all teaching throughout school is good, with a significant proportion of outstanding teaching, leading to accelerated progress for disadvantaged children.	<p>-PP actions plans for each class with clear actions on what support will be given to each child;</p> <p>Progress of PP children high profile for all teachers and support staff;</p> <p>-Provision in classes for individual children discussed x5 Pupil Progress meetings across school year;</p> <p>-Mentoring meetings with individual children and parents to discuss provision.</p> <p>-Progress of PP children part of PM targets 2019/20</p>	<p>-Ethos of high priority of disadvantaged children, additional support and provision for PP children needs to be shared and understood by all staff.</p> <p>-x5 Pupil Progress meetings each year enables regular checks to be made on progress of children, with class teachers targets being focussed on progress of children in their class.</p> <p>-All T&L across the school needs to be consistently 'good' or 'outstanding' in order for children to make accelerated progress and continue to close gaps with their peers.</p>	<p>Monitoring of these PP children progress through regular monitoring cycle: book scrutiny, pupil interview and lesson observation.</p> <p>Planning, delivery and evaluation of individual and group support programmes for identified PP children, according to identified need.</p> <p>Ensure the quality of teaching is a minimum good/outstanding through learning walks.</p> <p>Phase leaders highlight progress in pupil progress meetings; inclusion meetings and through SLT reports and reporting to governors.</p>	Director for Writing and Head of Inclusion	<p>Pupil Progress meetings every 6 weeks</p> <p>X4 data harvests each academic year using pira/puma</p> <p>Reviewed x2 through IB meetings</p>
Total budgeted cost					Approx £1000 (Supply cost)
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Pupil premium funding to impact on accelerating progress for all disadvantaged children-progress on school's assessment system for target pupils.</p> <p>To accelerate progress for PP children in specific year groups identified in July 2019 tracking, with a significant gap between PP children and rest of cohort.</p>	<p>School structures in place to ensure a constant cycle of planning, delivery and evaluation of impact of targeted support in key areas of:</p> <p>-Developing early language acquisition through RWInc'-Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual</p>	<p>In school attainment analysis of last year's data shows disparity in terms of progress of disadvantaged children across the school. Evidence both from within school and nationally shows impact of individual and small group support in previous years has led to positive outcomes.</p> <p>Evidence has shown that early language acquisition and a grasp of core early literacy and numeracy skills are key to future success in Primary.</p> <p>Children need to feel secure and confident if they are to succeed in class.</p>	<p>Regular analysis on pupil data with staff and Directors</p> <p>Regular monitoring of effectiveness of small group and individual sessions by Directors and Head of Inclusion.</p> <p>Review of after/before school provision at least every six weeks.</p> <p>SLT reports to IB x3 each year.</p>	<p>Directors and Head of Inclusion</p>	<p>Termly Pupil Progress meetings</p> <p>X3 monitoring of effectiveness of support programmes</p> <p>X4 data harvests each academic year</p> <p>Reviewed x2 through Core governors</p>
Total budgeted cost					<p>Approx £1000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>(a) Ensure equality of access to all PP children, specifically clubs, music and equipment.</p>	<p>Ensure involvement at local school sports events with project including local secondary.</p> <p>Ensure disadvantaged children are able to access extra-curricular activities they would otherwise not be able to, such as swimming lessons, gymnastics.</p>	<p>Parental feedback regarding this system has been very positive. Project has led to increased parental engagement and a rise in aspiration in terms of activities in the town that are available.</p> <p>Engagement with, and enjoyment of extracurricular activities provide incentive for children who may disengage with school.</p> <p>Attendance of PP children has improved and there has been an increase in the number of pupils attending extra-curricular clubs.</p>	<p>Monitoring of expenditure by School Business Manager.</p> <p>Monitoring of attendance by Attendance Lead (Pastoral leader/Headteacher)</p>	<p>SBM Pastoral Headteacher</p>	<p>Reviewed x2 through Core IB members</p>
<p>(B) Ensure accelerated language development in early phase of the school enables identified PP children working at below expected levels accelerate their learning.</p>	<p>Train teachers and support staff in Y1 and KS1 in RWInc</p> <p>Implement after PP review meetings</p> <p>Evaluate regularly during PP meetings each term</p>	<p>Very low starting points in YR, in all areas of development, in particular language acquisition early literacy and numeracy skill</p>	<p>Observation of sessions</p> <p>Rigorous quality assurance in staff training</p> <p>Monitor development of identified children during Pupil Progress meetings</p>	<p>Director of Reading</p>	<p>Each term and at year end</p>

			Inclusion manager to monitor in termly SLT report		
(c)A rise in attendance and drop in persistent absence for identified children	Employ pastoral team of: -Pastoral Manager -Head of Inclusion -Health and Learning Mentor Leader Focused on- -Wake up Shake up Club Delivery of effective pastoral programmes designed to remove barriers to learning.	School serves an area of very high social deprivation. In order for teachers to focus on the planning, teaching, assessment cycle, pastoral team work to ensure identified PP children: -challenge parents through systematic implementation of attendance management policy; -Deliver effective pastoral programme for identified children.	Regular monitoring of progress of identified children. Weekly discussion at Inclusion Monitoring of individual, group and whole school attendance &	Pastoral Manger and Head of Inclusion Headteacher	Each term and at year end
Total budgeted cost					£83,000
3. Review of expenditure					
Previous Academic Year – from conversion December 2018 – July 2019		2018/19 (£155,430)			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost
Ensure all teaching throughout school is good, leading to accelerated progress for disadvantaged children.	-Progress of PP children high profile for all teachers and support staff; -Provision in classes for individual children discussed x5 Pupil Progress meetings across school year; -Mentoring meetings with individual children and parents to discuss provision.	-Majority of teaching and learning across school 'good', with increased 'outstanding practice'; -No pattern across school of disadvantaged children making less progress than rest of cohort. Disparities year group based	-Focus support in specific year groups where achievement of PP children is behind rest of cohort. -Identify booster/catch-up programmes to support progress.		£46,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
Pupil premium funding to impact on accelerating progress for all disadvantaged children- and closing the gaps on school's assessment system for target pupils.	School structures in place to ensure a constant cycle of planning, delivery and evaluation of impact of targeted support in key areas of: -Ensuring barriers to learning are removed through range of pastoral programmes- both small group and individual	Attainment of disadvantaged children- December 18- July '19 in the Key Stages at the expected standard <table border="1" data-bbox="689 405 1223 523"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 2-</td> <td>53</td> <td>53</td> <td>67</td> </tr> <tr> <td>Year 6-</td> <td>47</td> <td>57</td> <td>63</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 2-	53	53	67	Year 6-	47	57	63	-Focus support in 2018/19 on specific year groups where achievement of PP children is behind rest of cohort. -Identify booster/catch-up programmes to support progress	£49,000
	Reading	Writing	Maths													
Year 2-	53	53	67													
Year 6-	47	57	63													

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>(a) Ensure equality of access to all PP children, specifically clubs, music and equipment.</p>	<p>Ensure involvement at educational visits including residential visits. Ensure disadvantaged children are able to access extra-curricular activities they would otherwise not be able to, such as music lessons.</p>	<ul style="list-style-type: none"> - Registers of attendance on educational visits - Year 6 residential – Woodfield 	<p>Establish baseline to judge success of project with greater accuracy and rigour.</p>	<p>£18,600</p>
<p>(b) Disadvantaged children in Y6 make accelerated progress through additional targeted 1:2 support in core subjects</p>	<p>Redeploying Directors into class full time from January 19 onwards.</p>	<p>- Impact in Y6 did not have positive effect of previous 3 years. Identified PP children did not accelerate pace of progress and reach targets set.</p>	<p>Consider trends of improvement over time and evaluate reasons for lack of impact in 2018/19 Make decision on provision for 2019/20</p>	<p>£26,830</p>
<p>(c) A rise in attendance and drop in persistent absence for identified children</p>	<p>Employ pastoral team of: - Pastoral Manager (employed March 18) Focussed on- - Delivery of effective pastoral programmes designed to remove barriers to learning.</p>	<p>Whole school attendance 95.2%</p>		<p>£15,000</p>