



Pupil premium spending 2019/20 - 2021/22

SUMMARY INFORMATION

Date of most recent pupil premium review:	March 2019	Date of next pupil premium review:	March 20
Total number of pupils:	220	Total pupil premium budget:	£86,780
Number of pupils eligible for pupil premium:	65	Amount of pupil premium received per child:	£1320 and £2300 for 1 LAC

STRATEGY STATEMENT

The pupil premium strategy at Springfield is highly successful. All staff, LAB members and governors are committed to removing any barriers that might hinder a pupil's development. We are highly ambitious, respond to what we know to be good practice, draw on research and ensure that our vision for improvement is clear.

There is a school-wide commitment to raising achievement for pupils who are eligible for free school meals. Every effort is made to ensure that all pupils have access to the best teachers and are supported by well-trained additional adults. This is closely monitored and evaluated. Any child at risk of 'falling behind' is quickly identified and supported to ensure they leave us 'secondary ready'. Outcomes for disadvantaged pupils show that pupils do as well as **all pupils** nationally and often better.

The overall aims of our pupil premium strategy are:

- To reduce any attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- Facilitating pupils' access to the curriculum
- Addressing barriers to learning
- Providing alternative support and intervention within the school

STRATEGY STATEMENT

Assessment information

You can use this report to share results for specific groups of pupils (not just those eligible for pupil premium) if you wish.

Ofsted won't expect you to compare pupils eligible for pupil premium against their peers, this is especially true if you have few pupils eligible. If you have large numbers of pupils who are eligible for pupil premium, you may wish to include this comparison.

EYFS

	<i>Pupils eligible for pupil premium (PP)</i>	<i>Pupils not eligible for PP</i>	
		<i>School Average</i>	<i>National average</i>
<i>Good level of development (GLD)</i>	75	79	79
<i>Reading</i>	100	83	77
<i>Writing</i>	75	79	74
<i>Number</i>	75	83	80

YEAR 1 PHONICS SCREENING CHECK

<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National average</i>
100	82	82

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average (all)
% achieving expected standard or above in reading, writing and maths	82	72	65
% achieving expected standard in reading	91	83	75
% achieving greater depth with the expected standard in reading	27	28	25
% achieving expected standard in writing	91	83	69
% achieving greater depth with the expected standard in writing	18	28	15
% achieving expected standard in maths	82	89	76
% achieving greater depth with the expected standard in maths	27	28	22

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
11 pupils eligible – 58% 8 not eligible – 42%		School average	National average
% achieving expected standard or above in reading, writing and maths	73	100	65
% achieving expected standard or above in reading	73	100	73
% achieving higher scaled score in reading	27	50	27

END OF KS2			
% achieving expected standard or above in writing	82	100	78
% achieving greater depth within the expected standard in writing	27	50	20
% achieving expected standard or above in maths	91	100	79
% achieving higher scaled score in maths	55	88	27
<i>progress in reading</i>	-0.2	0.9	0
<i>progress in writing</i>	1.1	2.1	0
<i>progress in maths</i>	2.6	2.6	0

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	On entry assessments show children are starting school with low levels of receptive and expressive language skills , some because they have EAL and some because of speech and communication difficulties.
B	Some families speak another language at home and lack confidence supporting their children with homework, particularly reading and writing. For some children, their only exposure to English is in school time.
C	Children's experiences of the world around them are sometimes limited – this impacts on reading comprehension

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	High social deprivation/little stability in relation to housing leads to high levels of anxiety and insecurity for some families
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INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Outcomes for disadvantaged pupils are at least with national for all pupils at the end of KS2.	Outcomes at the end of KS2 in all subjects are at least in line with all pupils nationally and higher in maths Pupils make good or better progress
B	Disadvantaged pupils make strong progress in reading	Outcomes in PSC, KS1 and KS2 reading for disadvantaged pupils are at least in line with national Across all classes , the lowest 20% of readers are making accelerated progress
C	Disadvantaged pupils enjoy reading for pleasure and read widely, both at home and in school	Pupils make regular use of the school library, read avidly and are able to talk confidently about their choices in reading Home reading happening consistently for all pupils
D	Teachers and support staff are confident teaching reading across all stages	CPD in reading has impacted on all adults' confidence teaching reading Quality of teaching in reading across the school is consistently good
E	Quality of teaching for NQTs and Early Careers Teachers is consistently good	Teaching profile shows that 100% of teaching is consistently good or better
G	Provision in Early Years is strong, particularly around support for language	GLD for disadvantaged pupils is at least in line with national

Planned expenditure for current academic year 2019/20

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Senior leaders to continue to work alongside NQTs and Early Career Teachers to improve quality of teaching</p> <p>Deliver high quality CPD to all staff (focus on reading)</p> <p>Support teachers to engage in research (vocabulary development) and apply findings to their own practice</p> <p>Ensure subject leaders have the support they need to ensure that teaching in their subject is of a high quality.</p>	<p>Quality of teaching and learning is consistently good and often outstanding across all year groups</p>	<p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i></p> <p><i>Research report</i></p> <p><i>November 2015 – robust evidence in place to support the view that using funding to improve T&L has the greatest impact</i></p> <p><i>See also EEF pupil premium guide which has identified good teaching as the most important lever to improve outcomes for disadvantaged pupils: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p>	<p>Protected time for senior leaders to work alongside teachers to develop their practice</p> <p>Release time for teachers to observe each other</p> <p>Release time for teachers to engage in research and work with other professionals across schools to improve teaching</p>	AHs	<p>Termly evaluation of teaching profile</p> <p>PM reviews</p> <p>Pupil progress meetings</p>

Deliver refresher training to all teachers and additional adults to ensure reading retains a high profile and is taught effectively.	All pupils are making good progress in reading Lessons are highly effective and all adults are confident teaching reading	<i>Above report showed that schools were more effective at closing gaps where TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress</i> <i>EEF toolkit shows that focusing on reading strategies has a high impact +6</i>	CPD for support staff – revisit RWI training and ensure all additional adults have been trained in the programme Literacy lead to work alongside TAs, supporting them to enhance their practice further. Ongoing staff development around reading , including vocabulary development	English lead	Termly progress meetings Evaluations of quality of teaching in reading
Total budgeted cost:					£43,560
Targeted support					
Action	Intended outcome	<i>What's the evidence and rationale for this choice?</i>	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure that the lowest 20% of pupils in each class are making accelerated progress in reading – senior leaders to support and be accountable for these pupils	Lowest 20% of children in reading are making accelerated progress – gaps are closing across year groups	<i>Evidence from research report 2015 identified that deploying the best staff to support disadvantaged pupils was more effective than using additional adults</i> <i>EEF guidance reports-improving literacy in KS1 and 2</i>	Regular progress checks End of term assessments Release time for leaders to work with teachers and children	Senior leaders	Termly
Run targeted individual and group interventions for identified pupils in Y6 Additional teacher to reduce class size for Maths and Reading lessons in Y6	Outcomes for disadvantaged pupils demonstrate that they do as well as all pupils nationally .	<i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement – EEF report 2019</i>	Individual targets set for pupils Progress analysed at end of intervention	Senior leaders	Half termly

<p>Ensure all EYFS support staff have access to high quality training</p> <p>Ensure the adult/child ratio in EYFS enables quality interactions between adults and children – additional adult to support language development</p>	<p>Outcomes in CLL show gap is closing for disadvantaged pupils</p>	<p>EEF research is clear that professional development and training for early years workers is key to closing attainment gaps</p> <p>EEF guidance reports: Improving Literacy evidences the importance of language acquisition /language rich environment</p>	<p>Monitoring of quality of interactions between staff and children</p> <p>Measuring progress from starting points</p>	<p>EYFS leader</p>	<p>Half termly</p>
Total budgeted cost:					28,220
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Professional clinician to support children to ensure they are able to access learning	RUN therapy for vulnerable pupils	Wellbeing is an important indicator of ability to engage in learning in school Counselling will help to improve wellbeing for identified pupils	Monitored closely by headteacher Weekly meetings with SENCO	SENCO	Every 6 weeks
Ensure all children can access breakfast club/trips and enrichment opportunities	Subsidise clubs and enrichment activities for children	Ensuring all pupils have access to a broad and rich curriculum is crucial			
Total budgeted cost:					15,000

Additional information used to support the sections above.

- Analyse School Performance and other internal assessment and reporting software
- Evidence from the education endowment foundation (EEF) [families of schools database](#)
- Analysis of attendance records
- Guidance from experts
- Case studies

Planned expenditure for academic year 2020/21

ACADEMIC YEAR

Quality of teaching for all

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