

### 1. Summary information

<b>School</b>	Springfield Community Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£108,240	<b>Date of most recent PP Review</b>	March 2018
<b>Total number of pupils</b>	227	<b>Number of pupils eligible for PP</b>	83	<b>Date for next internal review of this strategy</b>	Feb 2019

### 2. Current attainment and progress (end of KS2 2017)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	87%	67%
<b>Progress in reading</b>	+1.5	+0.3
<b>Progress in writing</b>	+2.7	+0.18
<b>Progress in maths</b>	<b>+2.9</b>	<b>+0.28</b>

### 3. Main barriers to educational achievements (for pupils eligible for PP, including high ability, in school and out of school)

<b>A.</b>	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>B.</b>	Families often do not speak English 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.
<b>C.</b>	Children’s experiences of the world around them are sometimes limited
<b>D.</b>	High social deprivation/little stability in relation to housing leads to high levels of anxiety and insecurity

### 4. How the impact will be measured

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Attainment for PPG pupils is at least in line with national when compared to ‘other’ pupils in R, W and Ms – there is no gap in attainment between PPG and non disadvantaged pupils PPG pupils make better rates of progress than pupils nationally	Outcomes for PPG pupils at the end of KS2 demonstrate that attainment is at least in line with national. Progress from different starting points demonstrate that PPG pupils are making better progress than pupils nationally

		<p>Proportion of PPG middle and high attainers at end of KS1 achieving higher standard is in line with national</p> <p>PPG pupils are accessing and benefitting from a range of interventions/targeted support</p>
<b>B.</b>	Pupils in Early Years make good progress from different starting points	<p>Outcomes at the end of EYFS demonstrate that PPG pupils make accelerated progress from different starting points</p> <p>Welcom assessments demonstrate that children are making accelerated progress in language development and are Year 1 ready</p> <p>GLD for PPG pupils at end of EYFS is at least in line with national</p>
<b>C.</b>	PPG pupils read for pleasure and can demonstrate increased comprehension and vocabulary	<p>Accelerated Reader tracking demonstrates that PPG pupils are reading a wide range of engaging texts</p> <p>PPG pupils are able to talk confidently about the books they have read and their favourite authors</p> <p>Outcomes in reading in phonic screening/KS1 And KS2 are above national</p>
<b>D.</b>	All pupils have access to a rich curriculum which engages them in learning	<p>Regular trips and visitors expose children to the world beyond their classroom</p> <p>PPG pupils are participating in a range of after school activities</p>
<b>E.</b>	Attendance to be in line with PA target	<p>Attendance for PPG pupils in line with non-disadvantaged pupils nationally</p> <p>Federation target met</p> <p>Improvement in attendance of vulnerable families</p>
<b>F.</b>	Vulnerable pupils are well supported and are enjoying school	<p>Time is dedicated to supporting well being of vulnerable pupils</p> <p>The playground is set up to ensure they feel included and supported</p> <p>Pupil surveys show that pupils are happy coming to school</p> <p>Tracking of pupil progress demonstrates that they are making good progress</p>

## 5. Planned expenditure

**Academic year**
**2018-19**

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

Objective	Action	Cost	Impact
To ensure pupils in EYFS make accelerated progress in oracy/literacy	<p>Increased adult/pupil ratios in EYFS to ensure that opportunities to develop language are maximised</p> <p>Welcom interventions delivered by trained adult</p> <p>EYFS staff to attend Federation training</p>	£28000	<p>Outcomes for PPG pupils in Reception were very strong. 100% achieved a GLD compared to 72 % of all pupils nationally.</p> <p>All PPG pupils reached the expected</p>

	Forest School is embedded in EYFS curriculum S&L therapist to work with key staff		<b>standard in Listening and Attention, Understanding and Speaking. 100% of PPG pupils achieved the expected standard in reading and writing</b>
To further develop quality of teaching	Member of SLT to work alongside teachers to further develop their practice	<b>£13,000</b>	Quality of teaching is strong with all teaching judged to be good or better. This had been validated by SIP visits and peer reviews. Outcomes for children at the end of KS1 and 2 are above national, further validating the quality of teaching
<b>ii. Targeted support</b>			
<b>Objective</b>	<b>Action</b>	<b>Cost</b>	<b>Impact</b>
To accelerate progress for identified PPG pupils across school	Run range of targeted interventions during early morning/after school sessions Easter booster classes	<b>£15000</b>	Outcomes for PPG pupils at the end of KS2 were very strong and well above national. 100% of PPG pupils achieved the expected standard in maths and 50% of PPG pupils achieved a higher scaled score. Outcomes for PPG in reading and writing were well above national for all pupils
To support emotional wellbeing of identified pupils across school	Training for all staff in supporting vulnerable pupils Range of interventions in place from pastoral manager for identified pupils	<b>£9100</b>	Training has been delivered to all staff, developing their confidence and understanding of how to support vulnerable pupils in class. A range of interventions are helping more vulnerable pupils to engage fully in school.
<b>iii. Other approaches</b>			
<b>Objective</b>	<b>Action</b>	<b>Cost</b>	<b>Impact</b>
To ensure PPG pupils are reading avidly and for pleasure	Ensure library is well stocked with new fiction/non fiction books Staff library at lunchtime/after school to ensure all children are accessing it Track home reading of PPG pupils Build in more opportunities to read across the curriculum Hold regular reading conferences with key children to ensure they are reading at home Organise termly author visits to raise profile of reading	<b>£8,140</b>	Library is very well stocked with a wide range of books. Children are reading avidly – this is evident in reading outcomes across the school, including end of Key Stages
To ensure pupils experience a range of wider curriculum opportunities, beyond their classroom	Forest school training for staff Subsidised trips linked to curriculum	<b>£15,000</b>	Two members of staff forest trained and qualified to lead sessions outdoors.



## PUPIL PREMIUM STRATEGY

	<b>Subsidised music tuition for PPG pupils</b>		All children in Y4 learning to play an instrument – able to take part in a music concert with other Hackney schools
<b>To ensure attendance targets are met and improvements made for targeted families</b>	<b>Part fund staff member to ensure attendance has a high profile</b>	<b>£20,000</b>	Although we have part funded a member of staff to be responsible for attendance, we have not fully met this due to some challenges with key families.
<b>Total budgeted cost</b>			

6. Review of expenditure			
Previous Academic Year			
<b>i. Quality of teaching for all</b>			
<b>Chosen action/approach</b> To ensure pupils in EYFS make accelerated progress in oracy/literacy	<b>Evaluation of impact:</b> Outcomes for PP pupils at the end of EYFS demonstrate that they made very strong progress from low starting points. All PP pupils achieved a good level of development and reached the expected standard in reading and writing.,Having an additional adult in Reception ensured that small group support was on offer to key children and opportunities to develop language were maximised. EYFS staff benefitted from training delivered across the year and became increasingly skilled at planning a curriculum rich in language development. Training an Early Years teacher to become a L3 forest school leader ensured that children were able to access the outdoors regularly and develop language further .	<b>Lessons learned</b> (and whether you will continue with this approach) Having an additional adults in EYFS has impacted positively on outcomes and progress . We feel this is an effective use of PP funding and will continue next year to ensure ratio of adult/child in EYFS is high.	<b>Cost</b>
<b>To further develop quality of teaching</b>	Quality of teaching is consistently good with a high proportion judged to be outstanding, This has been validated by external SIP visits and also through analysis of outcomes for pupils. The work leaders do to improve the quality of teaching and learning is very effective. Skilled leaders model and coach teachers , encouraging them to carry out their own research, keep up to date with new thinking about learning and also deliver on very high quality CPD.	Investing in improving quality T&L is impacting very strongly on outcomes for all children, including PP pupils. We will continue to invest in improving T&L next year as we believe the more skilled our teachers are, the greater the impact they will have on PP pupils	
<b>ii. Targeted support</b>			
<b>Chosen action/approach</b>	<b>Evaluation of impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>To accelerate progress for identified PPG pupils across school To support emotional wellbeing of identified pupils across school</p>	<p>Outcomes for PP pupils across the school are strong. A range of support and interventions ensure PP pupils make strong progress . 100% of PP pupils achieved the expected standard in Maths at the end of KS2 and 50% of PP pupils achieved the higher standard. This is significantly above the national for all pupils. Outcomes for PP pupils was also above national in reading and writing. Currently PP pupils in other year groups are making good progress. We do have an attainment gap for PP pupils in Y3 and 4 and are currently working to close this gap further. The use of funding to release a teacher to attend a significant amount of training around emotional needs is impacting positively in the classroom. All children are benefitting from this training as it is being cascaded down to all staff. Pupils with higher levels of need are being supported well and able to access learning in the classroom. We have had no exclusions and are able to use the</p>	<p>Interventions and additional support have impacted positively on rates of progress. There is no disadvantaged gap in outcomes at the end of KS2 .  All children have benefitted from emotional wellbeing training. Behaviour (as evidenced by external validation) is a strength at the school.</p>	
<p><b>iii. Other approaches</b></p>			
<p>To ensure PPG pupils are reading avidly and for pleasure</p>	<p><b>Evaluation of impact:</b> Children at Springfield generally love reading . We have invested heavily in our library and the addition of new non fiction books is encouraging children to read fiction and non –fiction. Outcomes in reading are above national. PPG pupils achieve outcomes in reading at end of EYFS and KS2 which are above national.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach) We know that reading improves vocabulary, spoken language and writing and will continue to invest in reading next year.</p>	<p><b>Cost</b></p>
<p>To ensure pupils experience a range of wider curriculum opportunities, beyond their classroom</p>	<p>Evaluation of impact: All children at Springfield access a wide range of trips and visits beyond their classroom. Costs are heavily subsidised to ensure all children can go. This ensures that all our children are exposed to opportunities to learn about the world around them and see the opportunities that London has to offer, broadening their horizons. The use of the grant has ensured we have been able to maintain the number of trips and opportunities that we want our children to experience. Feedback from our children demonstrates that this is impacting on their understanding of the world, and their aspirations.</p>	<p>We need to ensure we continue to provide our children with a rich curriculum and will continue to use funding to subsidise these opportunities.</p>	
<p><b>Total budgeted cost</b></p>			



## 7. Additional detail

Outcomes at the end of EYFS and KS2 for PP pupils are very strong, evidencing the impact of the PP grant. We do not have a gap in attainment for PP pupils, in fact PP pupils do much better than all pupils nationally at the end of KS2. We have also increased the proportion of PP pupils achieving the higher scaled score at the end of KS2 – 50 % achieved the higher scaled score in Maths and 30% in reading, much higher than national for all.

Across our school we have closed any gap for disadvantaged pupils in all but Y3 and Y4 . We will priorities closing this gap this year.