



# SPRINGFIELD PRIMARY SCHOOL

## 2019-2020 PUPIL PREMIUM STRATEGY

Pupil Information	
Number of pupils on roll	426
Number of pupils eligible for pupil premium funding	57 (13%)
Free School Meals (KS2)	52
Ever6 (KS2)	57
Number eligible for post-LAC	0
Amount of pupil premium funding received per pupil	£1320
Amount of 2019-2020 pupil premium funding received	£75240
Carry forward from 2018-2019 funding	£16913
Total budget for 2019-2020	£92153
Average attendance for all pupils	95.8%
Average Attendance EYFS – Yr6 for pupil premium pupils	93.37

### Key Objectives for the use of Pupil Premium funding for 2019-2020

To develop the teaching and learning provision for children receiving the Pupil Premium Grant enables them to achieve in line with school and/or national outcomes.

To develop provision that enables the families of children receiving the Pupil Premium Grant to support their child's learning out of school.

To improve attendance of children receiving the Pupil Premium Grant to be in line with the average attendance of all pupils (95.8%)

Date of next review of PPG strategy	Summer 2020
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### Internal Barriers to Educational Achievement

25% of our PPG children have social, emotional and mental health challenges that can impact their achievement and engagement in school life.

21% of our PPG children have speech and language difficulties, SEND or ongoing health issues and concerns that impact their school life.

16% of our PPG children are transported to school via taxi bus, meaning direct communication with their parents/carers is sporadic.

52% of our PPG children are, or have been, subject to safeguarding concerns.

### External Barriers to Educational Achievement

37% of our PPG children face challenges within their home life.

Some families require support in the form of top-up care (eg uniform, financial support to enable their child to take part in extra-curricular activities).

Some families are unable to provide consistent support for their children's learning outside of school.

Some families hold limited ambitions for their children.

### PLANNED EXPENDITURE 2019-2020

Category of spend i	Quality first teaching for all				
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
Senior leaders and experienced teachers released for monitoring and coaching opportunities with colleagues	<p>All teaching staff provide quality first teaching to all.</p> <p>PPG children perform as least as well as their peers.</p> <p>PPG children perform in line with the school average in National Statutory testing.</p>	<p>As it is an individualised professional development (PD) activity, coaching can be finely tuned to support teachers to develop their practice within the context of their current setting.</p> <p>Monitoring of teaching and learning, planning and books provides an opportunity to</p>	<p>Half termly book looks.</p> <p>At least bi-annual teaching and learning observations of all teaching staff.</p> <p>Coaching training for all teachers.</p> <p>Termly assessment data analysis.</p>	<p>SLT and subject leads</p> <p>HT and DHT</p> <p>DHT</p> <p>DHT</p>	Half termly



	Books demonstrate quality first teaching for all pupils, including providing appropriate provision for PPG children.	identify if all children are receiving consistently high quality teaching and learning experiences; implementing strategies early on to address any inconsistencies (eg informing PD needs)	KS1 and KS2 SATs results.	SLT	
Experienced cover supervisors assigned to provide quality teaching of pupils as required  DHT released to teach PPA sessions in selected year groups  Training programme for cover supervisors	Consistently high quality first teaching for all pupils.  PPG children perform as least as well as their peers.	Developing the skills of cover supervisors through ongoing training will ensure consistently good or better teaching in all subjects for all pupils.  The deputy headteacher is an experienced teacher, without class role responsibility, who will provide high quality first teaching ensure PPG provision is consistently implemented across year groups.	Termly assessment data analysed to track the achievement of PPG children.  Teaching and learning observations.  Class teacher feedback.	DHT  SLT  SLT	Termly
Appointment of Reading Lead	To develop love for reading of all pupils by improving provision in school.  To ensure all pupils are able to access a range of literary devices and share them with adults on a regular basis regardless of their out of school circumstances.  To maintain the positive increases in reading data for PPG pupils.  To manage the introduction and use of Bug Club and Accelerated Reader.	The reading lead will ensure all pupils are accurately tracked, with early intervention put in place to ensure all make progress.  Many of our PPG pupils report not having adults at home are able to listen to them read or having access to a wide variety of reading materials.  "Reading is the key to all learning" – Ofsted, 2019.	Reading entitlement based on both quantitative reading data and qualitative data.  Accelerated Read with training for all staff and ongoing analysis of the data produced to provide intervention in real time.  Development of assessment strategies used in reading.  Bug Club training for Key Stage One staff and leading parents workshops.	Reading lead	Termly
Bug Club reading scheme (online and print) for KS1	To develop patterns of regular reading and reading for pleasure from an early age.	Reading records of PPG children on average show that the cohort reads less at home that their peers. The online portal provides	Reading attainment.  Reading records.	Reading Lead  DHT	Termly



	<p>To raise the attainment of reading in Key Stage One for our PPG children.</p> <p>To develop spoken language from an early age through the use of the online portal which provides 'read to me' options.</p>	<p>a pupil and parent friendly way to access texts.</p> <p>7% of our PPG children are also EAL with parents who speak very little English, while 21% have speech and language difficulties. The online portal provides a 'read to me' function that will allow both pupils and parents to access texts and develop their language.</p> <p>Over the past 3 years, 30-40% of PPG children have failed to reach the expected standard for phonics at the end of year 1. The Bug Club scheme supports the teaching and learning of phonics by providing texts that follow the sequence of learning being taught vis letters and sounds.</p>	<p>Pupil and parent feedback.</p> <p>Phonics outcomes.</p> <p>Training for all teachers.</p> <p>Parent workshops to explain new platform that can be accessed at home.</p>	<p>Phonics Lead</p> <p>English Lead</p>	
Accelerated Reader for KS2	<p>To develop patterns of regular reading and reading for pleasure from an early age.</p> <p>To provide access to wider range of texts and genres.</p>	<p>Reading records of PPG children on average show that the cohort reads less at home that their peers. The online portal provides a pupil and parent friendly way to access texts.</p> <p>While our PPG reading attainment figures are positive, our PPG children report limited access to books at home or opportunities to visit the library. AR provides them with greater access to texts that challenge and inspire.</p>	<p>Reading attainment.</p> <p>Accelerated Reader data.</p> <p>Pupil views.</p>	Reading Lead.	Termly
Maintaining 3 form entry in 3 year groups	To provide smaller class sizes in year groups with higher than average PPG populations, ensuring targeted support in real time.				
<b>Estimated spend</b>					<b>£44377</b>



Category of spend ii		Targeted Support			
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
Speech and language therapist based in school 3 days per week.	<p>Children with speech and language delays receive early intervention.</p> <p>Speech and language development promotes greater proficiency in reading and writing.</p> <p>PPG children are effectively supported with their speech development to enable them to achieve at least as well as their peers.</p>	<p>“Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year” (EEF, 2019).</p> <p>21% of our PPG children have speech and language difficulties or delays.</p>	<p>PPG children making at least expected progress in reading and writing.</p> <p>Selection of the speech and language therapist to be based on recommendation from specialists at county level.</p>	SENCo	July 2020
<p>Pastoral Lead based in school 4 days per week.</p> <p>Pastoral base (The Butterfly Room) to provide a space for daily support for pupils, working area for specialists visiting the school and meeting with parents.</p> <p>Development of Butterfly Room to include sensory equipment and resources.</p>	<p>PPG families are given access to support both in and out of school to enable them to support their child’s wellbeing.</p> <p>All children are able to develop their skills of social interaction and effective communication.</p> <p>SMEH and pastoral support for children is available as an early intervention.</p> <p>A safe, confidential space to manage safeguarding issues and meetings with children, parents and both internal and external agencies is always available.</p> <p>Pastoral Lead monitors and promotes the attendance of PPG children so that their</p>	<p>The pastoral lead is a deputy DSL who plays a key role in the safeguarding of our children. 52% of our PPG children are, or have been, subject to safeguarding concerns</p> <p>“Parental engagement is consistently associated with pupils’ success at school” (EEF, 2019) and our pastoral lead provides a point of contact and support for families who require additional support to bridge the gap between home and school life.</p> <p>25% of our PPG children are on the SEND register and/or deal with SMEH issues that impacts on their ability to achieve in school.</p>	<p>Termly tracking of attendance figures for all pupils.</p> <p>Attendance report presented to Governors on a termly basis.</p> <p>Parent views.</p> <p>Online tracking of safeguarding concerns for PPG children using the MyConcern platform.</p> <p>Termly assessment data analysed to track the achievement of PPG children.</p>	<p>Pastoral Lead</p> <p>Pastoral Lead</p> <p>Governors</p> <p>DSLs (HT/DHT/SENCo/Pastoral Lead)</p> <p>DHT</p>	Termly



	attendance raise match that of their peers.  Sensory equipment available to support pupils with SMEH barriers to learning, with the intentions of integrating them back into their learning time faster.	The attendance of PPG children is not currently in line with their peers, which has a negative impact on their achievement in school.			
Counselling	Children are given the mental and emotional wellbeing support needed to be happy in school and access the curriculum fully.	21% of our PPG children are on the SEND register and/or deal with SMEH issues that impacts on their ability to achieve in school.  52% of our PPG children are, or have been, subject to safeguarding concerns	Termly assessment data to track progress of pupils.  Pupil views.  Teacher views.  Parent views.	DHT  Pastoral Lead.  Pastoral Lead.  Class teacher/Pastoral Lead	Termly  (ad hoc for specific pupils)
Interventions through the class teacher/ TA / cover supervisor personalised to the learning needs of the disadvantaged pupils	The gap between PPG children and their peers for attainment diminishes over time.  Raise attainment of PPG children.	Interventions have been shown over time to enable pupils to 'close the gap'.  "On average, individualised instruction has a positive effect on learners" (EEF, 2019)	Termly assessment data to track progress of pupils.  Termly class data reviews to discuss the progress of children and plan for provision.	DHT  DHT/Class teacher	Termly
<b>Estimated spend</b>					£37146

Category of spend iii	Additional Resources				
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
Top up care provision (eg uniform, trips, transport etc)	All children have access to the full and wider curriculum.  All children are able to engage fully in school life.	"It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and Maths results by the equivalent of two months' progress over the course of a year" (Third Space Learning, 2019).	Attendance figures tracked termly and reported to Governors.  Engagement of pupils and their families in extra-curricular activities.  Pupil feedback.	Pastoral Lead  SLT / Pastoral Lead  Pastoral Lead	Termly



		<p>Providing top up care for PPG children means they are more likely to attend school events and trips, thus enhancing their own experience as well as raising attendance.</p> <p>Supporting our families through top up care as required increases parent engagement which “is consistently associated with pupils’ success at school” (EEF, 2019)</p>			
University open day visit for Year 6 pupils	Pupils’ aspirations are raised leading to greater engagement in school life.	<p>Research suggests that early introductions to Higher Education environments can bring significant benefits to pupils – including raising aspirations and providing further insight into destinations beyond compulsory education.</p> <p>Schools in our local network have reported the positive impact of these days on their PPG pupils and the effect it had on their engagement in the classroom.</p> <p>“Parents’ aspirations also appear to be important for pupil outcomes” (EEF, 2019).</p>	<p>Pupil feedback.</p> <p>Parent feedback.</p>	<p>SLT</p> <p>Year 6 team</p>	Post event
Family workshops for PPG children based around social/emotional development and academic skills.	<p>Increased parental engagement from our PPG families.</p> <p>Parents and carers will develop their skills in supporting their child’s development outside of school.</p> <p>Increase in learning outside of school for our PPG children (eg</p>	<p>“Social, emotional and learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school” (EEF, 2019).</p> <p>“The association between parental engagement and a child’s academic success is well</p>	<p>Parent feedback.</p> <p>Carefully designed workshops to meet the needs of the PPG children.</p> <p>Monitoring of learning engagement out of school (eg reading diaries, homework).</p>	<p>Pastoral Lead</p> <p>Pastoral Lead/PPG Lead</p> <p>SLT / PPG Lead</p>	Termly



	reading at home, homework etc).	<p>established and there is a long history of research into parental engagement programmes” (EEF, 2019).</p> <p>We are aware that some of our PPG parents and carers have low literacy skills, have social and emotional difficulties and have expressed negative connotations from their time as a school pupil. By providing positive school experiences, we hope to encourage more engagement from these parents.</p>			
Refurbishment of old changing room.	To provide a confidential meeting space for counselling sessions, Young Carers meeting and meetings with external agencies supporting out pupils.	<p>25% of our PPG cohort have SMEH or emotional barriers to learning and require support from external agencies/specialists teachers/provision. This takes place in school and must be done in a confidential space, which we currently cannot always offer.</p> <p>21% of our PPG cohort are subject to health concerns that require in-school visits from nurses, healthcare teams and external provision. This will create a confidential space for these meetings to take place.</p>	<p>Room timetable</p> <p>Thoughtfully designed room to include data points and electricity points to allow for connectivity.</p> <p>Priority timetabling to PPG children and families’ requirements.</p>	HT DHT	Spring



<p>EYFS outdoor equipment to promote early writing.</p>	<p>To provide continuous provision for children to write in various formats throughout the day.</p> <p>To develop early writing skills and understanding.</p>	<p>Writing and letter formation is consistently reported as a hindering factor to pupils achieving GLD, including our PPG children in that cohort.</p> <p>Historically, our PPG children have a lower starting baseline level of fine motor and writing skills.</p> <p>Advice from a LA specialist suggested developing the outdoor space to promote opportunities for early writing.</p>	<p>Tapestry evidence of PPG children accessing outdoor writing opportunities</p> <p>GLD outcomes</p> <p>Literacy aspect of learning outcomes</p> <p>Planned opportunities for utilising the equipment effectively.</p>	<p>EYFS lead</p> <p>DHT</p>	<p>End of year</p>
<p>Targeted standardised interventions programmes and related resources.</p>	<p>To meet the specific needs (academic, social and/or emotional) of our PPG children as they arise throughout the school year.</p> <p>To provide early intervention, in a timely fashion, as soon as a gap or need exhibits.</p> <p>To continually provide up to date, effective intervention to ensure all pupils are able to achieve their potential.</p>	<p>During termly class data reviews, teachers highlight the progress of PPG children and the current barriers to learning, which is used to inform the interventions we put in place. Standardised interventions ensure maximum impact over minimum time to promote accelerated learning.</p>	<p>Training for cover supervisors to implement interventions.</p> <p>Progress data (and qualitative when the intervention is based on social skills).</p> <p>Teacher views.</p> <p>Pupil views.</p>	<p>SENCo</p> <p>DHT</p> <p>PPG Lead</p>	<p>Termly</p>
<p>Might Oaks public speaking competition for Y4.</p>	<p>To develop speaking and listening skills of all pupils.</p> <p>To develop confidence and team work skills.</p> <p>To improve standards of spoken language.</p>	<p>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.” (EEF, 2019)</p> <p>This year, this is being trialled in Y4 as there is a significant PPG</p>	<p>Spoken language attainment and progress outcomes.</p> <p>Pupil views.</p> <p>Qualitative outcomes.</p>	<p>Year 4 teachers</p> <p>HT</p>	<p>End of year</p>



population in this year group. If the outcomes are positive, the programme will be rolled out to other year groups next year

**Estimated spend** £10630



ITEM/PROJECT	INTENT	IMPACT																																		
SLT released for monitoring and coaching opportunities  Experienced cover supervisors providing small group work alongside teachers	Ensuring consistently good or better quality first teaching.  Improving opportunities for effective assessment and accelerating progress.  Identifying and addressing gaps in learning.  Providing learning opportunities and monitoring to narrow the gap between PPG and non PPG children and promote accelerated progress.  Raising the profile of PPG children to ensure their continuing achievement.	<table border="1"> <thead> <tr> <th rowspan="2">End of KS1 PPG Outcomes</th> <th colspan="2">2019</th> <th colspan="2">2018</th> <th rowspan="2">Difference achieving ARE</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>0%</td> <td>34.1%</td> <td>2.4%</td> <td>+18.6%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>0%</td> <td>58.8%</td> <td>12.9%</td> <td>- 16.8%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>0%</td> <td>42.4%</td> <td>2.4%</td> <td>+7.6%</td> </tr> <tr> <td>RWM Comb</td> <td>42%</td> <td>0%</td> <td>25.9%</td> <td>2.4%</td> <td>+16.1%</td> </tr> </tbody> </table>	End of KS1 PPG Outcomes	2019		2018		Difference achieving ARE	ARE	GD	ARE	GD	Reading	50%	0%	34.1%	2.4%	+18.6%	Writing	42%	0%	58.8%	12.9%	- 16.8%	Maths	50%	0%	42.4%	2.4%	+7.6%	RWM Comb	42%	0%	25.9%	2.4%	+16.1%
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Additional resources and training: Intervention resources CPD sessions Speech and language therapist Additional education resources	To effectively deliver quality and engaging interventions that have an impact on pupil learning.  To develop the standard of teaching and learning.  To provide staff with continuing professional development to support PPG children effectively.	<table border="1"> <thead> <tr> <th rowspan="2">End of KS2 PPG Outcomes</th> <th colspan="2">2019</th> <th colspan="2">2018</th> <th rowspan="2">Difference achieving ARE</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> <td>17%</td> <td>57%</td> <td>0%</td> <td>+26%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>17%</td> <td>43%</td> <td>0%</td> <td>+7%</td> </tr> <tr> <td>Maths</td> <td>67%</td> <td>0%</td> <td>21%</td> <td>0%</td> <td>+46%</td> </tr> <tr> <td>RWM Comb</td> <td>50%</td> <td>0%</td> <td>14%</td> <td>0%</td> <td>+36%</td> </tr> </tbody> </table>	End of KS2 PPG Outcomes	2019		2018		Difference achieving ARE	ARE	GD	ARE	GD	Reading	83%	17%	57%	0%	+26%	Writing	50%	17%	43%	0%	+7%	Maths	67%	0%	21%	0%	+46%	RWM Comb	50%	0%	14%	0%	+36%
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	<p>To provide quality speech and language development input.</p> <p>Ensuring consistently good or better quality first teaching.</p>	<table border="1"> <thead> <tr> <th data-bbox="1458 196 1626 316">EYFS Outcomes</th> <th data-bbox="1626 196 1792 316">2019 GLD</th> <th data-bbox="1792 196 1957 316">2018 GLD</th> <th data-bbox="1957 196 2125 316">Difference achieving GLD</th> </tr> </thead> <tbody> <tr> <td data-bbox="1458 316 1626 323"></td> <td data-bbox="1626 316 1792 323">28.5%</td> <td data-bbox="1792 316 1957 323">25%</td> <td data-bbox="1957 316 2125 323">+3.5%</td> </tr> </tbody> </table>	EYFS Outcomes	2019 GLD	2018 GLD	Difference achieving GLD		28.5%	25%	+3.5%
EYFS Outcomes	2019 GLD	2018 GLD	Difference achieving GLD							
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<p>Additional wellbeing and engagement: Partially funded Pastoral Lead and development of a pastoral base (The Butterfly Room). Extra-curricular provision Top up care (e.g. uniform, trips, attendance, Breakfast club) Support staff for children at break and lunch times. Counselling</p>	<p>To provide stimulating and engaging extra-curricular activities to foster enthusiasm and enjoyment.</p> <p>To support families in caring for their children.</p> <p>Allow children to engage in a range of engaging school events.</p> <p>To encourage social interaction, effective communication and increase enjoyment in school life.</p> <p>To provide one to one SMEH and pastoral support for children.</p> <p>To develop speaking, listening and thinking skills through the SPLAT intervention.</p> <p>To support children's development of social interaction in EYFS through the Time to Talk intervention.</p> <p>To provide a safe, confidential space to manage safeguarding issues and meetings with children, parents and both internal and external agencies.</p> <p>To promote and monitor the attendance of PPG children.</p>	<p>Program of PPG parent workshops successfully executed with positive feedback. Evaluation shows that higher promotion of the events and follow-up reminders before the event would increase uptake.</p> <p>Children tell us how much they value the Butterfly Room being open a lunchtime and the availability of our Pastoral lead. Teachers also report that children are more settled in class knowing that support is available.</p> <p>Effective relationships with external agencies developed, which has increased the amount of time our vulnerable children spend in school.</p>								



IMPACT OF 2018-2019 EXPENDITURE

EYFS Data	School Disadvantaged Pupils	England state-funded schools other pupils	School All Pupils	National All Pupils
Pupils Achieving a Good Level of Development	28.6%	72%	73%	72%

Year 1 Phonics Screening Check Data	School Disadvantaged Pupils	England state-funded schools other pupils	School All Pupils	National All Pupils
Pupils passing at the end of Year 1	50%	82%	79%	82%

Key Stage One Data	School disadvantaged pupils		School All Pupils		National All Pupils	
	Working at expected	Working at greater depth	Working at expected	Working at greater depth	Working at expected	Working at greater depth
Attainment in Reading	50%	0%	68%	13%	75%	25%
Attainment in Writing	42%	0%	59%	7%	69%	15%
Attainment in Maths	50%	0%	69%	9%	76%	22%

Key Stage Two Data	Type of Data	School disadvantaged pupils		School all pupils		National All Pupils	
		Working at expected	Working at greater depth	Working at expected	Working at greater depth	Working at expected	Working at greater depth
Reading	Attainment	83%	17%	77%	32%	73%	27%
	Progress	+8%		+0.14		TBC	
	Average Scaled Score	103.8		105		104	
Writing	Attainment	50%	17%	71%	16%	78%	20%
	Progress	-41%		-1.121		TBC	
Maths	Attainment	67%	0%	73%	27%	79%	27%
	Progress	-36%		-1.0		TBC	
	Average Scaled Score	97.7		104		105	