



SPRINGFIELD PRIMARY SCHOOL

2020 - 2021 PUPIL PREMIUM STRATEGY

Pupil Information	
Number of pupils on roll	435
Number of pupils eligible for pupil premium funding	73 (17%)
Free School Meals (KS2)	43
Ever6 (KS2)	46
Number eligible for post-LAC	0
Amount of pupil premium funding received per pupil	£1345
Amount of 2020-2021 pupil premium funding received	£96840
Carry forward from 2019-2020 funding	£0
Total budget for 2020 – 2021	£98185
Average attendance for all pupils (September 19 – March 20)	95.3%
Average Attendance EYFS – Yr6 for pupil premium pupils (September 19 – March 20)	92.5%

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 enhance provision for children receiving the Pupil Premium Grant to reduce or mitigate the effects on academic, emotional and social development following the Covid-19 school closures.

To improve attendance of children receiving the Pupil Premium Grant to be in line with the average attendance of all pupils (95.3%)

Date of next review of PPG strategy	September 2021
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Internal Barriers to Educational Achievement

58% of our PPG children have social, emotional and mental health challenges that can impact their achievement and engagement in school life.

11% of our PPG children have speech and language difficulties, SEND or ongoing health issues and concerns that impact their school life.

Removal of county funded transport services has resulted in 10% of our PPG children now having a difficult journey to school, which impacts their attendance.

60% of our PPG children are, or have been, subject to safeguarding concerns.

External Barriers to Educational Achievement

57% 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
Experienced cover supervisors assigned to provide quality teaching of pupils in a whole class setting and in small group interventions as part of the Covid-19 catch up response.	Consistently high quality first teaching for all pupils. PPG children perform as least as well as their peers.	“Evidence shows that small group tuition is effective” for supporting lower attainers or those falling behind (EEF, 2020) Teachers are afforded PPA time to plan effective teaching and learning while the class continues	Baseline and subsequent interim data collections to establish impact on progress post school closures. Termly assessment data analysed to track the achievement of PPG children.	DHT SLT SLT	Termly



	Interventions are delivered to reactivate lost learning following school closures.	to receive high quality teaching from known members of staff.	Teaching and learning observations. Class teacher feedback.		
Additional classroom support for pupils with academic or social/emotional needs	<p>Ensure they can access the learning and participate in the classroom environment to their full potential.</p> <p>In the moment support and personalised curriculums delivered to reactivate lost learning following school closures.</p>	<p>58% of our PPG pupils face SMEH challenges that can impact their ability to thrive in the classroom. By providing additional adult support we are able to support them to developing coping strategies and access the curriculum alongside their peers.</p> <p>Additional support increases our capacity to provide in the moment intervention to help close the gap between PPG children and their peers.</p>	<p>Termly data assessment tracking attainment and progress</p> <p>Learning walks/observations</p> <p>Pupil voice</p> <p>Teacher feedback</p>	<p>DHT</p> <p>SLT</p>	Termly
Accelerated Reader	<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
Estimated spend					£52026



Category of spend ii	Targeted Support				
Action	Intent	Evidence/Rationale for this choice	Implementation	Staff leads	Date for review
<p>Speech and language therapist based in school 3 days per week.</p>	<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>11% 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>	<p>SENCo</p>	<p>July 2021</p>
<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>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. 60% 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>58% 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>	<p>Termly</p>



	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.			
Estimated spend					£38237

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.	<p>“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).</p> <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>	<p>Attendance figures tracked termly and reported to Governors.</p> <p>Engagement of pupils and their families in extra-curricular activities.</p> <p>Pupil feedback.</p>	<p>Pastoral Lead</p> <p>SLT / Pastoral Lead</p> <p>Pastoral Lead</p>	Termly
Development of outdoor therapy space	To provide a space for children to work with a therapy dog,	58% of our PPG cohort have SMEH or emotional barriers to learning	Thoughtfully designed outside to support sensory needs.	HT	Spring



	engage in wellbeing activities and to provide a space to conduct PSHE teaching outside.	and would benefit from working with a therapy dog . “Studies in America suggests the addition of a canine friend can reduce stress and provide a sense of connection in difficult situations” (SchoolsWeek, 2019). We have previously worked with a PAT dog in school and saw a significant positive impact on pupil wellbeing, confidence and reading attainment of our targeted pupils. For this reason we want to make a therapy dog a regular feature in our school life.	Priority timetabling to PPG children.	DHT	
Targeted standardised interventions programmes and related resources.	To meet the specific needs (academic, social and/or emotional) of our PPG children as they arise throughout the school year. To provide early intervention, in a timely fashion, as soon as a gap or need exhibits. To continually provide up to date, effective intervention to ensure all pupils are able to achieve their potential.	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.	Training for cover supervisors to implement interventions. Progress data (and qualitative when the intervention is based on social skills). Teacher views. Pupil views.	SENCo DHT PPG Lead	Termly
Family workshops for PPG children based around social/emotional development and academic skills.	Increased parental engagement from our PPG families. Parents and carers will develop their skills in supporting their child’s development outside of school. Increase in learning outside of school for our PPG children (eg	“Social, emotional and learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school” (EEF, 2019). “The association between parental engagement and a child’s academic success is well established and there is a long	Parent feedback. Carefully designed workshops to meet the needs of the PPG children. Monitoring of learning engagement out of school (eg reading diaries, homework).	Pastoral Lead Pastoral Lead/PPG Lead SLT / PPG Lead	Termly



	reading at home, homework etc).	history of research into parental engagement programmes" (EEF, 2019). 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.			
Funds reserved for contingency planning and meeting unexpected needs of our pupils	To ensure we have available funds to quickly address unexpected needs that arise during the course of the year.	Every year our PPG children face unexpected barriers to their learning and following lock-down we are expecting this to be more prevalent this year. For that reason we are safeguarding a small portion of the budget to ensure we can meet those needs appropriately and promptly.	This will be determined according to the type of expenditure required.	PPG lead	Ongoing
Estimated spend					£7922



2019 – 2020 EXPENDITURE REVIEW

Due to the Covid-19 school closures the PPG strategy for 2019-2020 was adapted in real time to reflect the needs of our pupils and school community. The PPG strategy evaluation would normally be based around Key Stage One and Two national assessments, however due to their cancellation this data cannot be provided and many of the planned strategies could not be delivered in their entirety. As a result, the expenditure with measurable impact up to the closure has been outlined below.

ITEM/PROJECT	INTENT	IMPACT
Bug Club reading scheme for Key Stage One.	<p>To develop patterns of regular reading and reading for pleasure from an early age.</p> <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>Evidence of children reading more often at home.</p> <p>Children made regular incremental progress as they moved through the phonics stages in the book scheme. This was reflected in the predicted outcomes for the Phonics Screening Check for June 2020.</p> <p>The spring 2020 attainment data showed a significant reduction in the gap between the number of PPG and non-PPG children working at age related expectations of above.</p>
Accelerated Reader for Key Stage Two.	<p>To develop patterns of regular reading and reading for pleasure from an early age.</p> <p>To provide access to a wider range of texts and genres.</p>	<p>Evidence of children reading more often at home.</p> <p>Pupil voice indicated a greater love for reading amongst our older pupils.</p> <p>Reading ages improved across all year groups.</p> <p>In three out of four year groups the spring 2020 attainment data showed a significant reduction in the gap between the number of PPG and non-PPG children working at age related expectations of above.</p>
Develop EYFS outdoor equipment to promote early writing.	<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>The spring 2020 attainment data showed a significant reduction in the gap between the number of PPG and non-PPG children working secure or exceeding in writing.</p>