

Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	107 (64 boys and 43 girls) (including 61 x FSM, 42 x Ever 6, 4 x LAC, 1 x post-adopted)
TOTAL PP received	£123,000

Identified barriers to educational achievement

Springfield Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Poor comprehension skills
- Access to language – oral and written
- Low levels of participation in reading activities outside of school hours/ at home
- High percentage of pupils entering at low levels who are eligible for PP
- High percentage of pupils on the SEND register who are also eligible for PP
- Parental engagement with school, especially regarding attendance at parent consultation meetings, workshops, invitations to join lessons
- Mental health – pupils with specific social and emotional needs linked to factors in their home life which impacts on their learning
- Low aspirations

Rationale for expenditure

Accelerated progress is required for PP pupils in all year groups with a specific focus on reading in all year groups and boys' writing.

Our pupil premium money has been used to provide a range of additional support for our children and these interventions, along with quality first teaching, have started to have a positive impact on children's attainment and self-belief.

The work of the Inclusion Mentor is vital in ensuring children and their families have access to support and are socially and emotionally ready to access school.

Through targeted interventions we are working hard to eliminate barriers to learning and progress. One of the schools aims is to ensure that **ALL** groups of pupils make good progress in order to reach **age related expectations** as they move through the school.

Targeted support is being provided through one-to-one and small group tuition in Years 3/4 and 5/6. These interventions support children in knowing where they are and what they need to do to improve their work in addition to moving them towards their age related expectations.

1:1 tutor time is being used to target pupils in Y6 initially for Reading and Maths

Additional TA hours have been allocated to provide further support Y6 PP pupils with specific reading and writing difficulties using Catch-up reading and Rapid Read materials.

Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget eg Numicon resources and Base 10 to support Maths.

Several of the PP pupils' parents/ carers are unable to afford to pay for school trips, residential etc. or provide uniform so to support their learning in all areas of the curriculum and to build confidence, school has allocated funding to pay for these additional expenses throughout the academic year.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation	Notes
Dedicated Inclusion Mentor 37 ½ hours a week	Inclusion (personal and social)	£26,564	
0.6 Teacher in Y5	English and Maths	£22,950	
Additional TA support in classes and for focused interventions (including Catch-up reading, Rapid Reads, precision teaching, homework club and 1stClass@number)	English and Maths	£46,544	2 x TA
Nurture group x4 afternoons a week	Inclusion(personal and social)	£4,703.40	
Resources to support social and emotional curriculum	Inclusion (personal and social)	£550	
Screening resources for SENCo and Assistant SENCo to identify barriers to learning	English and Maths	£673.63	Eg Dyslexia screening package
1:1 tutoring	English and Maths	£4687.50	
Subscriptions – Reading Eggs, Twinkl	English and Maths	£2,192.40	
Breakfast Club	Personal and social	£3,969.58 (staff) £968.59(subsidy)	
Resources to support reading	English – reading	£1,500	
Milk	Personal health	£763.72	
Lunchtime support	Personal and social	£7055.10 £1608.75	X3 TA X1 MDMS
Subsidies for trips, uniform etc	Inclusion (personal and social)	£1,550	
Staff training/ CPD for interventions (Catch-up, 1stclass@number)	Attainment in reading and maths	£500 (reading) £540 (maths)	
Pupil Premium Leader work	Progress of PP pupils	£940	
Growth Mindset day for Y6	Raising aspirations	£310	
Growth Mindset CPD for staff	Raising aspirations and attainment	£675	
Funding for extra-curricular clubs	Inclusion (personal and social)	£2770 – DCFC (Total cost £5540) £482.50 – Gymnastics (Total cost £975) £1137 – Dance (Total cost £2274) £382.50 – Table Tennis (Total cost £775) £337.50 – Swimming (Total cost £675)	Half cost subsidised for PP
Funding for TA to run lunchtime sports clubs	Inclusion (personal and social)	£(Total cost £2351.70)	

Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated 1:1 tutor	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (accelerated progress to ensure end of year targets are met) Improved confidence for pupils in specified areas Learning tasks tailored to specific needs of pupils – closing gaps in understanding Consolidation of learning completed in classes – time for practise and application of skills Pupils make accelerated progress from Sep 2016 starting points 	<ul style="list-style-type: none"> Regular reviews of PP pupil progress with PP leader and HT (x3 milestones per year) Regular communication between PP teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources Teaching resources and materials – PP teacher to liaise with Assistant SENCo or HT as necessary
Inclusion Mentor	<ul style="list-style-type: none"> Support for pupils and their families ensures children feel safe and are able to access learning Children have a champion in school Parents and carers have access to support/ are signposted to access services and support Attendance for individuals improves/Persistent absenteeism decreases 	<ul style="list-style-type: none"> Regular reviews of Inclusion Mentor’s caseload Regular reviews of impact of work on children’s emotional health and well-being Communication between Inclusion Mentor and teachers to ensure staff are fully aware of children’s current situation and needs Ongoing monitoring of attendance – letters sent home as required and close liaison with MAT and EWO
Dedicated support for vulnerable pupils – lunchtime groups, Nurture group, 1:1 sessions with named TAs	<ul style="list-style-type: none"> Individual pupils with specific social and emotional needs/ mental health issues are identified and support is effective in helping them develop strategies to deal with what is happening in their lives Attendance levels for individual pupils improves Pupils supported have increased confidence and a positive attitude to school Pupils feel safe and make good progress in their work Pupils learn how to cope with emotional stress Pupils who find lunchtimes stressful have access to a safe area and develop the necessary social skills Incidents of lunchtime problems are significantly reduced 	<ul style="list-style-type: none"> Identify dedicated TAs to support individuals Timetable regular 1:1 sessions with individual pupils as identified by the Inclusion Mentor Regular meetings between TAs and Inclusion Mentor to oversee impact of work – reshape as required Clear protocols in place to ensure pupils are referred for correct support programme <ul style="list-style-type: none"> Regular opportunities for Nurture TA to feedback to relevant staff and parents Regular monitoring of all interventions/ support to ensure maximum impact and effectiveness in supporting individuals Boxall profiles completed at start and end of each nurture term to measure impact of provision
Additional teacher in Y5	<ul style="list-style-type: none"> Pupils have access to quality teaching in small classes for English and Maths 4 times a week Teachers are able to target support as required Progress of Y5 pupils is good or better 	<ul style="list-style-type: none"> Assess pupils at the start of every Maths unit and use SW to provide targeted teaching and support for pupils requiring additional support Split current Y5 into 3 parallel groups for English to ensure targeted and focused teaching
TA support in classes, to support teaching in the Balloon	<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) Support within lessons to improve understanding of learning in reading, writing and maths 	<ul style="list-style-type: none"> Ongoing TA feedback to class teachers – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources Teacher and SENCO/ Assistant SENCO review – careful planning of

Room and for focused interventions	<ul style="list-style-type: none"> • Consolidation of learning completed in classes – time for practise and application of skills • Careful tracking of homework to include reading journals – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • Tracking of pupils who are on the SEND register – teaching tailored to needs of pupils in specific areas • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<p>interventions to be completed each half term/ end of unit</p> <ul style="list-style-type: none"> • TAs complete tracking documents to provide evidence of outcomes and plan for next steps • Clear communication between teachers and TAs – expectations within lessons • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. Inclusion Mentor to address concerns with parents and develop action plans as necessary
Additional screening resources used to identify learning needs	<ul style="list-style-type: none"> • Pupils are screened, barriers to learning are identified and the appropriate interventions planned • Targeted support helps to address specific needs • Pupil confidence is boosted and progress is evident • Pupils make accelerated progress from Sept 2016 starting points. 	<ul style="list-style-type: none"> • Purchase dyslexia screening resources • Training for Assistant SENCo to identify and address needs of pupils with specific learning difficulties • Clear protocols in place to ensure pupils are referred for correct support programme
Additional learning resources (Reading Eggs, class Guided reading texts, Numicon etc)	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy using resources such as Numicon to complete tasks that consolidate learning • A range of learning styles can be catered for 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding – School Council • Teachers and TAs made aware of resources and equipment available to support different areas of need (i.e. spelling, memory, times tables) <ul style="list-style-type: none"> • Staff directed to use Reading Eggs as one of the group activities in daily Guided Reading sessions
Assembly boosters with teachers	<ul style="list-style-type: none"> • AfL used effectively to provide input and additional teaching to pupils who have failed to grasp a particular concept during the lesson to ensure understanding is secure • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work • Pupils make accelerated progress from Sept 2016 starting points. 	<ul style="list-style-type: none"> • Regular review of groupings and re-shaping of focus as required • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes • HT/DHT meet with pupil premium tutor and teachers at each milestone (Dec, Mar, Jun) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes

	<ul style="list-style-type: none"> Reduction of difference in attainment between PP pupils at SJS and non PP pupils nationally by 6% each assessment period 	
Homework Club x2 lunchtimes a week	<ul style="list-style-type: none"> Pupils have time to complete homework tasks if unable to do at home Pupils have access to adult support and resources Pupils gain confidence and learning is embedded 	<ul style="list-style-type: none"> KD run homework club x2 per week – support in completion of tasks set and preparation for teaching/consolidation of learning
Funding for school trips and residential	<ul style="list-style-type: none"> Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school’s curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential 	<ul style="list-style-type: none"> Inclusion Mentor and office staff to liaise with parents/ carers and HT regarding specific requests for funding Teachers made aware of funding available – can approach parent/ carers if appropriate
Funding for Breakfast Club	<ul style="list-style-type: none"> Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning) Pupils have breakfast and are ready for learning 	<ul style="list-style-type: none"> Purchase range of games/activities for children to use during Breakfast Club Re-organise TAs to support Breakfast Club staff
Funding for extra-curricular clubs and for TA to run lunchtime sport clubs	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> Annual analysis of number of pupils who have taken part in clubs Staff to talk to children/parents about possible interests and available clubs DS to arrange funding (as appropriate) for clubs and resources required

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Springfield Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Regular review meetings will take place and will include a member of Senior Management, teachers, Pupil Premium leader and the Pupil Premium governor.

Each term, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the agenda for Springfield’s Governing Board (Strategic Development Committees).

Designated staff member in charge: Miss Daniella Smith

Pupil Premium Tutor: Mr John Barratt

Nominated governor: Ms Liz Robinson

Date of next Pupil Premium Strategy Reviews:

March 2017, July 2017