

Pupil premium strategy / self- evaluation (Primary/Middle)

1. Summary information					
School	Springfield Junior School				
Academic Year	2018-19	Total PP budget	144,200	Date of most recent PP Review	July 18
Total number of pupils	204	Number of pupils eligible for PP	84(41%)	Date for next internal review of this strategy	December 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	71%	67%
% making expected progress in reading (as measured in the school)	71%	77%
% making expected progress in writing (as measured in the school)	86%	80%
% making expected progress in Mathematics (as measured in the school)	71%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in prior learning
B.	Pupils being ready to learn in class (pupils in a secure place mentally and emotionally.)
C.	Poor learning skills Eg. Organisation, commitment, resilience.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Consistent attendance and punctuality
E.	Access to resources, such as books, libraries and life experiences (especially cultural)
F.	Low aspirations about what can be achieved and how to be successful limited access to positive role models.
G.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils' attendance to improve	Disadvantaged pupils attendance to better attendance % for national non disadvantaged (96.4% currently)
B.	Pupils can access learning in class because the physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn will reduce.
C.	Gaps in learning identified and targeted teaching/interventions teach to close gaps.	Formative assessment will show gaps being addressed, pupils will make (or exceed) expected progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons along with opportunities in speaking and listening.	Pupils achieve(or exceed) expected levels in reading and writing and will make (or exceed) expected progress.
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences	Pupils attend events/places they would not usually be exposed to.

5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For y3 PP children to settle quickly and effectively into the school and to make (or exceed) expected progress	For y3 PP children to settle quickly and effectively into the school and to make (or exceed) expected progress	Sutton trust found that, 'the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds, over a school, year these pupils gain 1.5 years' worth of learning with effective teaching. Extra adult support in the year group will ensure disadvantaged pupils receive more teacher time.	The school monitoring cycle will continuously evaluate provision and impact.	Assistant Head	Termly or half termly depending on impact.
For y4-6 PP pupils to make (or exceed) expected progress. Extra support in year 6	A closing of the gap between non pp and pp children throughout the school	See above and using additional adults to deliver pre-planned and agreed interventions. Short with maximum impact.	The school monitoring cycle will continuously evaluate provision and impact.	Assistant Head	Half termly
To use CPD to ensure all teaching is of a good / excellent standard.	To provide opportunity and SDM meetings to focus on CPD for all teaching staff led by SLT/middle leaders and external experts.	July 2016 DfE standard for teacher's professional development: Professional development must be prioritised by school leaders.	All foci are part of school development plan.	Assistant Head	Half termly
Total budgeted cost					50000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Pupils to have needs met to ensure ready to learn	All PP children are physically, emotionally and mentally ready to learn each session.	To build relationships with pupils and families, to provide and locate support when required, to liaise with relevant services. Research tells us that families and parents are critical to pupils attainment, Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Family support worker will report on actions on a regular basis, supported by assistant head and head	Family support worker, assistant head and head teacher.	Weekly to fortnightly
Identified gaps in learning to be addressed	Varied interventions (according to needs) to be provided during school, Booster classes for y6 before/after school	Gap identified in formative assessment allow targeting precisely gaps to remedy. Meta analysis of research by John Hattie breaks down quality teaching into <ol style="list-style-type: none"> 1. Pupils have clear goals/objectives 2. Teachers providing pupils with modelling/scaffolding/ appropriate steps to achieve them 	Progress of PP children to be checked each half term.	Class teachers and key stage leads. Assistant head	Half termly
Total budgeted cost					79780
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to access a range of social/cultural/sporting experiences, visits and experiences	Pupils aspirations and cultural diversity and acceptance will increase	Pupils horizons will be broadened and they will learn more about culture, history ,geography as well as places of worship and learning	Review current programmes of trips and experiences	Assistant head teacher	Yearly
For disadvantaged pupils to have access to school library once a week (possibly holiday time?)	Children engage with reading throughout the year not just during term time.	Research from Quinn and Polikoff found that disadvantaged pupils read less than others so the reading scores and levels dip after a school holiday.	Incentivising pupils to come Track attendance of the scheme	Librarian? Assistant head? Staff	Half termly
Total budgeted cost					14420

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations. CPD for all staff on the use of No-Nonsense spelling scheme.</p> <p>Implementation of the scheme across the whole school.</p> <p>Further development of T4W strategies for oral rehearsal.</p>	<p>Close the gap between PP and non PP children and raise standards.</p>	<p>We have invested in No-Nonsense spelling materials and the English Leader received external training to enable her to train staff. Further investment in texts to support delivery of T4W to provide a language rich environment and activities will continue. Evidence states the children should make accelerated progress using these strategies.</p> <p>Ratio gains for Spelling and especially in lower KS2 are very promising with minimal slippage in y3 and some incredible results especially in year 4 Ratio Gains for Spellings – greatest gains in Yr3 and 4. Yr 3 increasing from 83% to 88% Normal to Remarkable Yr4 increasing from 56% to 89% and Remarkable 18% to 57% Upper school year 5 seems to have plateaued, along with Yr6, although yr6 increased remarkable from 2% to 13%.</p>	<p>This has had a positive impact especially in the lower ks2 classes year 5 did not work as successfully but gains were clear in year 6, with the continuation of this and further training for certain staff this should continue to be a very useful resource.</p> <p>TA and T lead on this and ensure resources and strategies are implemented accurately. Ensure LOE children are a focus in year 3 and use extra staff to ensure this occurs.</p>	<p>11534.41</p>
<p>The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations</p>	<p>Staff training on high quality feedback, verbal and written comments.</p> <p>Staff training</p> <p>Develop the involvement of pupils in self-assessment and target setting</p>	<p>EEF teaching and learning toolkit suggests that feedback has high impact for low cost (+8). Analysis of data shows 67% of children know how they are doing and use feedback to help with this. And 78% can explain how to use feedback to improve work. This is lower for PP children.</p>	<p>Pupils are starting to take more ownership of their own learning and have more input into setting short term personal goals, using target cards, and the assessment grids in maths and English books.</p>	<p>865.50</p>
<p>The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations</p>	<p>Review and implement a revised foundation curriculum (Cornerstones)</p> <p>Developing a mastery approach in ALL lessons</p>	<p>Subject leaders have greater ownership in designing a broad and balanced curriculum, following the NC objectives and ensuring that there is good coverage and skills progression in all areas, 36% of children on pp have made better than expected progress and this in turn is closing the gap on attainment. Maths mastery training has occurred and is being implemented in all classrooms across the school, maths data is improving with the use of this method.</p>	<p>Very positive impact on the children especially PP children feel more confident and staff now feel the structure and approach assist them with teaching, the initial implication was a bit more tricky but now the maths lead has helped embed the strategy it has spread across other curriculum areas.</p>	<p>30658</p>

<p>The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.</p>	<p>Staff training on developing the use of reasoning and the use of Singapore Bar.</p> <p>Identification of pupils for targeted intervention including 1stclass@number.</p> <p>TA support in Maths lessons</p>	<p>Booklet sent home on 14th March. Parent should have a greater understanding of the bar. All staff has a maths focus for assembly boosters. Evidence of impact will be seen in data however, pupils are feeling more confident and have made comments to show they enjoy working in a small group with a teacher. Changes put in place for daily Maths lessons to support LAP and promote progress. Analysis of end of term tests shows that whilst there has been an improvement in the ability of pupils to carry out formal calculations, they are less confident in reasoning.</p>	<table border="1"> <thead> <tr> <th>ATT</th> <th>PROG</th> </tr> </thead> <tbody> <tr> <td>63%</td> <td>72%</td> </tr> <tr> <td>63%</td> <td>74%</td> </tr> <tr> <td>64%</td> <td>85%</td> </tr> <tr> <td>71%</td> <td>92%</td> </tr> </tbody> </table> <p>Data shows improvement in all areas and this will continue to be implemented next year.</p>	ATT	PROG	63%	72%	63%	74%	64%	85%	71%	92%	<p>735.73</p>
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<p>The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.</p>	<p>Further CPD for staff and whole school implementation of Growth Mindset strategies.</p> <p>classroom organisation, groupings</p> <p>role of adults in the classroom</p> <p>revised homework policy</p>	<p>Letters sent – see sheet re breakdown and details of persistent absentees. Inclusion Mentor is being even more pro-active in speaking to parents when she sees them on the playground and asking them to come in to discuss attendance with her BEFORE it gets to the level where she is sending letters. Liaison with Elmsleigh – they are going to raise their trigger level from 90% to 92% in line with us. EWO has met with 2 families and MAT/ social care are involved with 4 others, leading to an improvement. Awarding 10 dojos/ house points each week to children with 100% attendance has ensured it has a high profile and is regularly referred to. The prize draw will take place on Thursday. Persistent absence has improved but pupils eligible for PP are still a priority group.</p>	<table border="1"> <thead> <tr> <th colspan="3">ATTENDANCE DATA</th> </tr> <tr> <th></th> <th>5/9/17 - 6/5/18</th> <th>5/2/18 - 6/5/18</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>95.69%</td> <td>95.99%</td> </tr> <tr> <td>Y4</td> <td>95.03%</td> <td>96.16%</td> </tr> <tr> <td>Y5</td> <td>94.91%</td> <td>95.03%</td> </tr> <tr> <td>Y6</td> <td>93.82%</td> <td>94.43%</td> </tr> <tr> <td>Wholeschool</td> <td>95.17%</td> <td>95.39%</td> </tr> <tr> <td>PP pupils</td> <td></td> <td>95.03%</td> </tr> <tr> <td>School support-30</td> <td></td> <td>94.97%</td> </tr> <tr> <td>EHCP-7</td> <td></td> <td>94.75%</td> </tr> <tr> <td>Statement-3</td> <td></td> <td>89.46%</td> </tr> </tbody> </table> <p>Strategy to continue as all groups have increased attendance</p>	ATTENDANCE DATA				5/9/17 - 6/5/18	5/2/18 - 6/5/18	Y3	95.69%	95.99%	Y4	95.03%	96.16%	Y5	94.91%	95.03%	Y6	93.82%	94.43%	Wholeschool	95.17%	95.39%	PP pupils		95.03%	School support-30		94.97%	EHCP-7		94.75%	Statement-3		89.46%	<p>27100</p>
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<p>The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum</p>	<p>Attendance at nurture group and/ or one to one counselling/ mentoring sessions for PP pupils to work through issues, develop strategies for dealing with circumstances and provide support to help them meet their targets and life goals.</p>	<p>Attendance as above. PP gap still there closing in places but still a long way to go. Aspirations raising and offering new insightful ways to motivate learning. Boxalls used and tracking of PP data to show impact</p>	<p>Provide support for inclusion manager, number of pupils on case load continues to increase in the region of 70 children currently active but we are a high mobility school so this can fluctuate up and down. Growth mind set work to continue to raise aspirations and lesson preparation.</p>	<p>15022.80</p>
<p>The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.</p> <p>The progress of PP pupils who are low on entry will accelerate in order to close the school attainment gap for this group and to perform in line with national expectations</p> <p>The difference in attainment between PP pupils and national expectations in Maths will diminish. This will be reflected in their ability to reason and solve using and applying problems.</p>	<p>1:1 tuition</p> <p>Small groups</p> <p>Interventions</p> <p>Support for LA PP pupils during topic lessons</p> <p>Interventions may be delivered outside of normal lessons.</p> <p>Progress and attainment tracking data</p> <p>Work scrutiny</p> <p>Monitoring of LA pupils</p>	<p>Interventions have been monitored (evidence - intervention results plus MB feedback from Learning Walk.) Very positive from MB – all TAs have good knowledge of questioning, use of intervention resources and strategies. Learning Walk years 3 and 4 show that strategies are embedded in most classrooms. Children have good understanding of how to use them. Teachers observed using strategies within GR sessions. Where strategies are not fully embedded, teacher is still in early stages of implementing. Support has been given- teacher has been introduced to Inference Intervention and has watched a group session take place. Comment from child after Y6 SATs reading paper was that she had been able to answer some of the questions because she had used the strategies she had been taught in the inference intervention. Staff have ensured that subjects are moved around so that pupils do not miss the same thing each week. English lead prepared a booklet for parents to introduce the 8 strategies and to invite parents into school to see this</p>	<p>In the most effective classrooms teachers plan and use TAs to lead and guide target groups to address misconceptions immediately. Provide CPD where required to ensure expectations and practice are consistent across the school. Plan for a TA to be available to support every class for morning lessons in 2017/ 18. Use them for targeted support in the afternoons. Provide CPD as appropriate.</p> <p>Continue to develop Growth Mind-set work and monitor lessons to ensure TAs are deployed effectively in every classroom to increase independent learning from the LAPs. With the success so far these strategies will continue for the next academic year.</p>	<p>19714.34</p>

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The attendance and aspirations of our PP pupils will increase to allow them to fully take part in the curriculum.	Inclusion Mentor to monitor pupils and follow up quickly on absences .First day response provision. Clear procedures for dealing with attendance. Breakfast Club offer for PP pupils to ensure they are at school on time and ready to learn.	Whole school approach and clear guidelines will ensure all pupils and their families know why they need to attend school. Letters and meetings with families will ensure they understand the importance and urgency of the need to improve attendance rates. HT and Inclusion Mentor to meet regularly to ensure appropriate steps are being taken in line with the revised procedures. See attendance figures above	The children and families have engaged and seen significant improvements in some children's attendance, some persistence absences are still occurring but are being dealt with fines where appropriate and support where needed, this strategy will continue next year.	33700																																				
The ability of PP pupils to spell and use new language both orally and in written work develops to be in line with whole school expectations.	Purchase of high quality texts for class book corners and school library to immerse pupils in a language rich environment. Updated reading challenge. Introduction of reading dogs to encourage target pupils to read regularly. Annual subscription to Reading Eggs. Monitor home log-ons to Reading Eggs Pupil questionnaires Monitoring of Home-school diaries Reading awards	Data for English and maths has improved as evidenced earlier <table border="1"> <thead> <tr> <th>Reading Age 1</th> <th>Reading Age 2</th> <th>Ratio Gain</th> <th>Spring 2</th> </tr> </thead> <tbody> <tr> <td>9:1</td> <td>9:7</td> <td>3</td> <td>9:7</td> </tr> <tr> <td>9:8</td> <td>10:9</td> <td>4.33</td> <td></td> </tr> <tr> <td>10:1</td> <td>10:7</td> <td>3</td> <td></td> </tr> <tr> <td>8:11</td> <td>9:2</td> <td>2</td> <td></td> </tr> <tr> <td>10:10</td> <td>10:7</td> <td>-</td> <td>11:1 (+3)</td> </tr> <tr> <td>9:5</td> <td>9:8</td> <td>2</td> <td></td> </tr> <tr> <td>9:7</td> <td>9:10</td> <td>2</td> <td>9:7</td> </tr> <tr> <td>7:7</td> <td>8:1</td> <td>3</td> <td></td> </tr> </tbody> </table> inference data can be seen to be having impact on the children	Reading Age 1	Reading Age 2	Ratio Gain	Spring 2	9:1	9:7	3	9:7	9:8	10:9	4.33		10:1	10:7	3		8:11	9:2	2		10:10	10:7	-	11:1 (+3)	9:5	9:8	2		9:7	9:10	2	9:7	7:7	8:1	3		The use of reading eggs monitoring and rewarding reading at home, reading mentors, new texts especially in guided reading are immersing and motivating many PP children to re-engage with reading and learning in all aspects. These strategies now in place will be continued next year.	3649
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7. Additional detail