

## Pupil premium strategy / self- evaluation (Primary/Middle) 2019/2020

1. Summary information					
<b>School</b>	Springfield Junior School				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£143880	<b>Date of most recent PP Review</b>	June 2019
<b>Total number of pupils</b>	208	<b>Number of pupils eligible for PP</b>	100 (48%)	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	47% (-17% below national)	64%
<b>% making expected progress in reading (as measured in the school)</b>	58% (-16% below national)	74%
<b>% making expected progress in writing (as measured in the school)</b>	56%(-22% below national)	78%
<b>% making expected progress in Mathematics (as measured in the school)</b>	53%(-23% below national)	76%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Limited vocabulary and word recognition (tier 2 words) impacting on progress particularly in reading and writing.
<b>B.</b>	Children entering the school below ARE not making accelerated progress to close the attainment gap.
<b>C.</b>	SEMH A student's emotional wellbeing majorly impacts their ability to do well at school.
<b>D.</b>	A number of pupil premium pupils also have additional needs that create significant barriers to learning (48%)
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	PP children with persistence absence. 71.4% currently are PP children.
<b>E.</b>	Low percentage of parents accessing further/higher education. (18.3%) NATIONAL 27.3% Derbyshire 26.7% Disengagement with homework due to lack parental support.

<b>F.</b>	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school	
<b>G.</b>	Pupils have limited life experiences	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Diminish the difference in reading, writing and maths for year 4 PP children	Seeing difference closing between Non PP and PP
<b>B.</b>	Diminish the difference in writing and maths in year 6 for PP children	Seeing difference closing between Non PP and PP
<b>C.</b>	To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities	Participation in activities; improved levels of engagement; positive pupil voice in extra curriculum e.g.: School Council/School shows/Sports teams and trips, Gifted and talented events, STEM.
<b>D.</b>	To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning.	The emotional needs are removed so that progress and academic achievement can improve.
<b>E.</b>	Parents and carers are fully engaged with their child's learning	Parents understand what their child is learning and how they can support them with this.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>19-20</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>New vocabulary and word strategy 'Project Vocabulary' to be introduced, targeted at PP children identified as language deficient in the first instance.</p>	<p>Diminish the difference between PP and non PP in the recognition, spelling, understanding and use of more complex and age appropriate vocabulary.</p>	<p>Limited vocabulary and word recognition (tier 2 words) impacting on progress particularly in reading and writing.</p>	<p>Staff training to ensure delivered correctly, timetabled slots for these sessions during the week, beginning and end assessments</p>	<p>GC English Lead.</p>	<p>Each assessment point during the school year. £5000</p>
<p>Intervention and extra staff support in year 3 targeted to work with LA PP children.</p>	<p>All PP children in the year group to make at least expected progress, many accelerated progress.</p>	<p>Children entering the school below ARE not making accelerated progress to close the attainment gap.</p>	<p>Strict timetabling of support staff and interventions throughout the day in year 3, monitoring of progress and attainment data on Insight. Start and end data.</p>	<p>SLT Maths lead English lead.</p>	<p>Each assessment point during the year. £28637.93</p>
<p>Intervention and extra support staff in year 4, focused time with PP children in the first instance. Interventions in maths and English, booster classes.</p>	<p>Diminish the difference in reading, writing and maths for year 4 PP children</p>	<p>Insight data shows least progress in the previous year. Gap is not closing quickly enough.</p>	<p>Strict timetabling of support staff and interventions throughout the day in year 4, monitoring of progress and attainment data on Insight. Start and end data.</p>	<p>SLT Maths lead English lead.</p>	<p>Each assessment point during the year. £28637.93</p>
<p>Intervention and extra support staff in year 6, focused time with PP children in the first instance. Interventions in maths and English, booster classes.</p>	<p>Diminish the difference in writing and maths in year 6 for PP children</p>	<p>Insight data shows least progress in the previous year. Gap is not closing quickly enough.</p>	<p>Strict timetabling of support staff and interventions throughout the day in year 6, monitoring of progress and attainment data on Insight. Start and end data.</p>	<p>SLT Maths lead English lead.</p>	<p>Each assessment point during the year. £28642.14</p>

<b>Total budgeted cost</b>	£90,918
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## 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?
Use of growth mind set, staff to be trained on how to use these techniques with PP children.	Raise the self-belief and positive attitude of the PP children, making themselves more confident learners.	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school	Staff to include these areas in lessons, check plans, learning walks, pupil voice, class displays, applied in assemblies and staff meetings.	PP Lead	Termly £2000 training and resources
CBT, Positive play and nurture sessions run by trained staff targeting PP children.	All PP children have SEMH needs met and are able to access the curriculum and make at least expected progress.	SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school.	Look at data from start to end, ensure staff fully trained and apply all professional development. Referrals forms and ensure all time is timetabled to use all staff at all time.	SEND lead SLT	End of each programme (usually 10 weeks) of support comes to an end .using Boxall profiles when required. Start and end data. £12,612.60
Personal learning programmes for PP mainstream SEND children. Run by TA and using timetabled slots.	The gap between these children and national averages will narrow or close.	A number of pupil premium pupils also have additional needs that create significant barriers to learning (48%)	All class teachers to prepare and ensure PP SEND children have a personal learning programme. Checked half termly by SENDco and SLT.	SEND Lead SLT	Half termly at each assessment point. £11,350.34 Resources £5000

<b>Total budgeted cost</b>	£30,962.04
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## 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?
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<p>IM to monitor and work with PP families and children, arrange meetings and monitoring of these children. Provide support programmes as required.</p>	<p>Reduction in the amount of PP children on the persistence absence list. Support emotional well-being and support of children and families. Children in school engaged in learning and engaging fully in all aspects of school life, academically and socially.</p>	<p>PP children with persistence absence. 71.4% currently are PP children. High percentage of pupils and families (75%) are eligible for PP.</p>	<p>Using insight and Integris to monitor PP children and when attendance dips to 92% will start to support and communicate with families. Behaviour logs monitored, nurture leading and monitoring, Evidence of SEMH interventions used to demonstrate effectiveness of her work.</p>	<p>Inclusion mentor</p>	<p>Half termly.  £10000</p>
<p>Provide opportunities for PP children to access extra activities, fund transport and equipment where needed. Encourage PP children to take on roles in school and to try new experiences that we can help fund if required.</p>	<p>To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities Participation in activities; improved levels of engagement; positive pupil voice in extra curriculum e.g.: School Council/School shows/Sports teams and trips, Gifted and talented events, STEM</p>	<p>Pupils have limited life experiences. Raise aspirations and provide opportunities for them to fulfil potential.</p>	<p>PP lead and Sport premium lead to keep a register of all children that take part in any activity, ensuring that 100% of PP children are provided with the opportunity to take part in as many activities and extra-curricular and enrichment activities as possible.</p>	<p>PP lead Class teachers Sports leader G and T lead.</p>	<p>Half termly  Transport costs £500 Resources £2000 Enrichment opportunities £1400</p>
<p>Nurture, 1:1 positive play and CBT sessions focus on</p>	<p>To improve emotional well-being and social integration in the life of</p>	<p>The emotional needs are removed so that progress and academic achievement can</p>	<p>Fully timetabled and monitored programme,</p>	<p>Nurture team SLT</p>	<p>On-going through the year adapting to the changing</p>

PP children in the first instance.	the school so that pupils are uninhibited in their learning.	improve.	targeted to the needs of our PP children 1 <sup>st</sup> , progress monitored using Boxall profiles. Other assessments needed as required.		situation in the school. Formally every half term. £5000
Provide parenting classes, incredible years course, workshops for parents, meetings to inform parents, use of electronic communication to inform parents.	Parents and carers are fully engaged with their child's learning. Parents understand what their child is learning and how they can support them with this.	Low percentage of parents accessing further/higher education. (18.3%) NATIONAL 27.3% Derbyshire 26.7% Disengagement with homework due to lack parental support.	Sessions planned into school calendar invites and information shared with parents in multi platforms. Record participation levels, ensure PP children and families are targeted for support.	AHT SLT	Half termly. £3000
<b>Total budgeted cost</b>					<b>£22500</b>

6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

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**7. Additional detail**