

Pupil Premium Strategy Statement Overview - Primary

School Overview

	Data
School Name	Springfield Junior School
Students in school	204
Number and % of students eligible for Pupil Premium	95 (47%)
Budget allocated for Pupil Premium this academic year	£125,400
Academic year covered by this statement	2020 - 2021
Publish date	September 2020
Review date	July 2021
Pupil Premium Lead	Mr C Liddle
Pupil Premium Governor Lead	Miss L Robinson

Pupil Premium progress last academic year

Measure	PP	Non PP
Reading	55%	84%
Writing	51%	66%
Maths	68%	90%

Pupil Premium performance overview last academic year

Measure	PP	Non PP
Meeting expected standard at KS2	52%	67%
Achieving high standard at KS2	6%	3%

Barriers to Pupil Premium students' attainment for this academic year

Academic barriers (issues to be addressed in school, such as poor literacy)	
A	Limited vocabulary and word recognition (tier 2 words) impacting on progress particularly in reading and writing. The range and understanding of vocabulary hampers reading progress.
B	Children entering the school below ARE not making accelerated progress to close the attainment gap.
C	A number of pupil premium pupils also have additional needs that create significant barriers to learning (47%)
Additional barriers (issues that require action outside of school, such as poor attendance)	
D	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school In KS2 most pupil premium pupils have limited high order reading skills including inference skills. Reading to an adult from a varied range of authors and genres is

	given a low priority in homes of pupil premium pupils where there are many other priorities.
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Intended outcomes for Pupil Premium students' for this academic year

For each barrier what is the outcome and how will it be measured?		Success criteria and projected spend
A	Limited vocabulary and word recognition (tier 2 words) impacting on progress particularly in reading and writing. The range and understanding of vocabulary hampers reading progress.	New vocabulary and word strategy 'Project Vocabulary' to be continued, targeted at PP children identified as language deficient in the first instance. Talk for writing throughout the school
B	Children entering the school below ARE not making accelerated progress to close the attainment gap.	Intervention and extra support staff in year 3 and 4, focused time with PP children in the first instance. Interventions in maths and English, booster classes. Phonics where needed.
C	A number of pupil premium pupils also have additional needs that create significant barriers to learning (47%)	Personal learning programmes for PP mainstream SEND children. Run by TA and using timetabled slots. Nurture, 1:1 positive play, Lego therapy and CBT sessions focus on PP children in the first instance.
D	Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school In KS2 most pupil premium pupils have limited high order reading skills including inference skills. Reading to an adult from a varied range of authors and genres is given a low priority in homes of pupil premium pupils where there are many other priorities.	Use of growth mind set, staff to be trained on how to use these techniques with PP children. To be used consistently throughout school by all staff CBT, Positive play and nurture sessions run by trained staff targeting PP children. Attachment training for 2 staff, Lego Therapy

Our full Pupil Premium Strategy Statement can be found at: Springfield.derbyshire.sch.uk

Any queries, questions or requests for additional support please contact: Mr C Liddle (Pupil Premium Leader) by email cliddle@springfield.derbyshire.sch.uk or phone [01283 217855](tel:01283 217855)