

Pupil premium strategy / self- evaluation (Primary/Middle) 2021/2022

1. Summary information					
School	Springfield Junior School				
Academic Year	21/22	Total PP budget	£203300	Date of most recent PP Review	Sept 21
Total number of pupils	212	Number of pupils eligible for PP	107 (50.4%)	Date for next internal review of this strategy	Dec 21

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	47% (-18% below national)	65%
% making expected progress in reading (as measured in the school)	56% (-17% below national)	73%
% making expected progress in writing (as measured in the school)	95%(+10% on national)	88%
% making expected progress in Mathematics (as measured in the school)	53%(-35% below national)	88%

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.	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.	SEMH A student's emotional wellbeing majorly impacts their ability to do well at school.
D.	A number of pupil premium pupils also have additional needs that create significant barriers to learning (38%)
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	PP children with persistence absence. 75% currently are PP children.
E.	Low percentage of parents accessing further/higher education. (17.3%) NATIONAL 30.3% Derbyshire 32.2% Disengagement with homework due to lack parental support.

F.	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.	
G.	Pupils have limited life experiences.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Diminish the difference in reading, and writing for year 5 and year 6 PP children	Seeing difference closing between Non PP and PP
B.	Diminish the difference in maths and reading in year 4 for PP children	Seeing difference closing between Non PP and PP
C.	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.
D.	To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning. Improve resilience and aspirations through whole school projects	The emotional needs are removed so that progress and academic achievement can improve.
E.	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.

5. Planned expenditure					
Academic year		21-22			
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?

<p>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</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. Books purchased by school to all PP children from school book fair. Proven results in schools across the country.</p>	<p>Staff training to ensure delivered correctly, timetabled slots for these sessions during the week, beginning and end assessments. All staff retrained on Talk for Writing</p>	<p>GC English Lead.</p>	<p>Each assessment point during the school year. £4920</p>
<p>Intervention and extra staff support in year 3 targeted to work with LA PP children. Phonics focused</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 throughout the day in year 3, monitoring of progress and attainment data on Insight. Start and end data. Focus on phonics Training for y3 staff provided</p>	<p>SLT Maths lead English lead.</p>	<p>Each assessment point during the year. £20197.93 Reading resources to support this £440.00</p>
<p>Intervention and extra support staff in year 4, focused time with PP children in the first instance. Interventions in English, booster classes. Phonics where needed</p>	<p>Diminish the difference in reading 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 throughout the day in year 4 monitoring of progress and attainment data on Insight. Start and end data. Phonics in year 4</p>	<p>SLT English lead.</p>	<p>Each assessment point during the year. £21337.93</p>

Intervention and extra support staff in year 5 and 6, focused time with PP children in the first instance. Interventions in reading and writing, booster classes. Third space learning	Diminish the difference in writing and reading in year 5 and 6 for PP children	Insight data shows least progress in the previous year. Gap is not closing quickly enough. EEF show high cost high regard information	Strict timetabling of support staff and throughout the day in year 5 and 6, monitoring of progress and attainment data on Insight. Start and end data.	SLT English lead.	Each assessment point during the year. £18400.14 £3222
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Total budgeted cost					£68,518
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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. To be used consistently throughout school by all staff	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 £2080 training and resources £2000 Talk for writing

CBT, Positive play and nurture sessions run by trained staff targeting PP children. Attachment training for 2 staff, Lego Therapy	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. £10,612.60 £500 Lego resources Jigsaw £2000
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 (38%)	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 £5500
Total budgeted cost					£34,042.04

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?
IM to monitor and work with PP families and children, arrange meetings and monitoring of these children. Provide support programmes as required.	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,	PP children with persistence absence. 75% currently are PP children. High percentage of pupils and families (76%) are eligible for PP.	Using insight and Integris to monitor PP children and when attendance dips to 94% 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.	Inclusion mentor	Half termly. £10000

	academically and socially.				
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.	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	Pupils have limited life experiences. Raise aspirations and provide opportunities for them to fulfil potential.	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.	PP lead Class teachers Sports leader G and T lead.	Half termly Transport costs £100 Resources £200 Enrichment opportunities £157.32
Provide opportunities for y3/4/5 PP children to take part in interventions for Maths and English Employ 1 staff member 3 days a week to complete this task.	The gap between these children and national averages will narrow or close. Diminish the difference between PP and non PP in the Maths, Writing, Reading and grammar	A number of pupil premium pupils also have additional needs that create significant barriers to learning (38%) Insight data shows least progress in the previous year. Gap is not closing quickly enough. EEF show high cost high regard information	Strict timetabling of staff and throughout the day in years 3,4 and 5, monitoring of progress and attainment data on Insight. Start and end data. Groups wholly PP, look at Higher as well as lower ability.	SLT	12 weeks of teaching in school from Easter until end of summer term.3 days per week = £3442.68
Nurture, 1:1 positive play, Lego therapy and CBT sessions focus on PP	To improve emotional well- being and social integration in the life of the school so that	The emotional needs are removed so that progress and academic achievement can improve.	Fully timetabled and monitored programme, targeted to the needs of our	Nurture team SLT	On-going through the year adapting to the changing situation in the school.

children in the first instance.	pupils are uninhibited in their learning.		PP children 1 st , progress monitored using Boxall profiles. Other assessments needed as required.		Formally every half term. £4300
Ensure children are prepared for learning without a need for food.	Families and children are provided with food to ensure we have no children suffering from not having enough to eat,	SEMH A student's emotional wellbeing majorly impacts their ability to do well at school.	Fairshare to provide food for families on need and for the school breakfast club	IM AHT	£1000 per year
Provide parenting classes, incredible years course, workshops for parents, Maths courses 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. £3300
Total budgeted cost					£22800