

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

1. Summary information					
School	Springfield Junior School				
Academic Year	21/22	Total PP budget	£149,260 Recovery PP £15,600	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 *(issues to be addressed in school, such as poor oral language skills)*

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 *(including issues which also require action outside school, such as low attendance rates)*

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?
'Project Vocabulary' to be continued, targeted at PP children identified as language deficient in the first instance.	Diminish the difference between PP and non PP in their attainment in spelling, understanding and use of more complex and age appropriate vocabulary.	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.	Staff training to ensure delivered correctly, timetabled slots for these sessions during the week, beginning and end assessments.	GC English Lead.	Termly in line with academic year planner
Talk for writing throughout the school	Improve writing outcomes for PP pupils	Writing attainment has regressed for all pupils, in particular PP children following lockdowns due to limited engagement in online learning. Pupils have returned with limited vocabulary and unable to sustain writing for	Whole staff training to ensure consistency of the teaching of writing. Regular reviews of implementation in classrooms via learning walks and book scrutiny. No more marking data Writing progress data	GC English Lead.	Staff training and resourcing £5920

Ensure -small group teaching to ensure high quality feedback moves learning on. -Pre and post learning	Ensure PP children are able to access learning and move their learning on. Ensure teaching and learning is differentiated to meet their need.	Insight data shows least progress in the previous year. Gap is not closing quickly enough.	Strict timetabling of support staff in across all year groups to support pupils who are PP	SLT English lead.	2 x full time TAs (£45,144)
Total budgeted cost					£51,064
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?
Phonics, Reading intervention. -Ensure Phonics tracker identifies gaps and target support put in place to address these across school -Accelerated Reader used to	All PP children in the year group to make at least expected progress, many more accelerated progress. Accelerated reader engagement levels increase for PP children	Children entering the school below ARE not making accelerated progress to close the attainment gap.	Strict timetabling of support staff throughout the day monitoring of progress and attainment data on Insight. Start and end data. Focus on phonics	SLT English lead.	TA to deliver whole school programme (£17,100) Reading resources to support this £4,000 Accelerated reader (£2,000) Resources to support (£2,800)

track and improve reading.					
English whole school intervention: -Reading for inference -Precision teaching	Diminish the difference in reading for PP children	Insight data shows least progress in the previous year. Gap is not closing quickly enough.	Strict timetabling of support staff in across all year groups to support pupils who are PP	SLT English lead.	1 x full time TAs (£22,572)
Use of growth mind set, staff to be trained on how to use these techniques with PP children. To be used consistently throughout school	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
1:1 Support, 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.	Ensure staff are fully trained. Ensure all staff are timetabled Use of Boxall profiles to measure impact	SEND lead SLT	TA to deliver (£17,100) £500 Lego resources
Personal learning programmes for PP mainstream SEND children. Run by TA and using timetabled	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	SEND Lead SLT	Half termly at each assessment point.

Total budgeted cost

£68,152

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?
<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. 75% currently are PP children. High percentage of pupils and families (76%) are eligible for PP.</p>	<p>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.</p>	<p>Inclusion mentor</p>	<p>Half termly. £25,000</p>
<p>Provide opportunities for PP children to access extra activities, fund transport and equipment where needed. Encourage PP</p>	<p>To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities Participation in activities; improved</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</p>	<p>PP lead Class teachers Sports leader G and T lead.</p>	<p>Half termly Transport costs £300 Resources £500 Enrichment opportunities £2,000</p>

children to take on roles in school and to try new experiences that we can help fund if required.	levels of engagement; positive pupil voice in extra curriculum e.g.: School Council/School shows/Sports teams and trips, Gifted and talented events, STEM		enrichment activities as possible. Programme of enrichment planned		
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.	Fareshare to provide food for families on need and for the school breakfast club	IM AHT	£15,000 per year FareShare annual fee £1,824 (2 x Mid-days to support with packing and organising)
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	2 x 12 week programmes (£1,440)
Total budgeted cost					£46,064

Total Expenditure £165,280