

Pupil premium strategy / self-evaluation

1. Summary information					
School	Springfield Primary Academy				
Academic Year	2019/20	Total PP budget	£45,000	Date of most recent PP Review	July 19
Total number of pupils	316+17 nursery	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 20

2. Current attainment		
Taken from NE Lincs. Posi Report for KS2 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	67% (6 out of 9)	
Progress measure reading	+2.18	
Progress measure writing	+4.84	
Progress measure maths	-1.51	

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.	There are no school wide barriers to learning. Individual barriers to learning have been identified for our PP children and intervention is in place, where necessary.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
B.	In the academic year 2018-2019, 21 of our PP children were below the school attendance average. PP average attendance was 94.04%. Six children (18%) fell into the persistent absence category.
C.	A number of our PP children have social/emotional issues, which can act as a barrier to learning.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
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A.	Individual barriers to learning are identified, intervention is in place and PP children meet at least age related expectations.	PP children make at least good progress over the year and some make accelerated progress.
B.	Attendance for PP children improves, enabling children to access learning more regularly.	Attendance for PP children is at least in line with the school average.
C.	PP children have their social and emotional issues supported by our Learning Mentor.	Children are able to access the curriculum alongside their peers.

5. Review of expenditure

Previous Academic Year

2018-2019

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
Continue to have two Year 5 and two Year 6 classes.	Smaller class sizes	Class sizes were small. 70% of Year 6 children met the standard in Reading, Writing and Maths combined. 6 of the 9 PP children met the combined standard.	This worked well, and needs to continue.	£7294
Deploy TAs across the school, to support learning – often individualised support through intervention, to support children in closing the gap.	Gap closed between PP children and their peers.	Five children made accelerated progress over the year in Reading, seven in Writing and three in Maths. Across the school, there is evidence of accelerated progress made by all year groups.	Our TAs work very closely with our teachers and know our children very well. They are skilled in supporting both within the classroom and in targeted intervention groups. They work effectively to support our children in meeting their potential.	£24,234

ii. Targeted support

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
Learning mentor to target PP children and to work closely with families.	Barriers are minimised so that pupils can access learning and make good progress.	Our Learning Mentor was able to work with whole classes, small groups and individuals, both within our forest school and in other areas, supporting teachers in building relationships, friendship groups, etc. All children were able to spend the maximum amount of time within the classroom learning environment.	The Learning Mentor role has worked particularly well this year. Children with social/emotional issues have been able to access support, minimising the time out of class. Home/school links have improved, enabling the school to have a better understanding of any barriers.	£17,766
Put in place Year 6 booster classes for maths.	Additional support for all children to enable them to meet the standard.	86% of the cohort met the maths standard, above the national figure of 79%. 6 out of the 9 PP children met the standard.	Booster classes, running from January, have worked well in the past. Children are motivated by them and are, on the whole, keen to participate.	£2000
Deploy TAs to support those children that do not read regularly at home.	Additional reading support to enable children to meet the standard.	89% of the Year 1 cohort met the phonics standard. 100% of PP children met the standard. 83% of Year 2 children met the standard in Reading (2 out of the 3 PP met the standard). 80% of Year 6 children met the standard (7 out of 9 PP children met the standard).	This has a significant impact, enabling those children that need support, to read on a regular basis, enabling them to access the wider curriculum.	(Budgeted above)
iii. Other approaches				
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
Subsidise before/after school club to support families.	Children are in school, have breakfast and are ready to learn.	Children accessing the club are in school on time, attendance is good.	This has worked well and we will continue to support those families that need this.	£343

Subsidise after school clubs for current FSM children.	Children are given access to our external offer, building their cultural capital.	All FSM children have had the same opportunities as other children.	This is vital to ensure that children have the opportunities that their peers have.	£1986
Subsidise residential visits.	Children given access to residential visits, building cultural capital.	All PP children have had the same opportunities as other children.	This is vital to ensure that children have the opportunities that their peers have.	£440

6. Planned expenditure

Academic year

2019-2020

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?
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Professional development for all teaching staff.	To ensure that there continues to be an effective teacher in all classes and that all teachers are supported to keep improving.	Education Endowment Foundation: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged children'.	Professional development is mapped out, in line with our academy improvement plans. Opportunity will be given for all staff to share what they have learnt with colleagues and to implement new practice within the classroom. Priorities this year: Classroom pedagogy-assessment for learning, collaborative working, moving learning into long term memory, reading NQT support Assessment	Andy Willett	Termly
Total budgeted cost					15,000
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?
Deploy TAs across the school, to support learning – often individualised support through intervention, to support children in closing the gap.	Gap closed between PP children and their peers. Structured programmes in place. Additional reading support given to those children that do not regularly read at home.	Targeted support has had a significant impact across the school. Having a TA in the classroom can also release the teacher to target specific support.	Effective monitoring systems in place - regular learning walks, lesson observations, scrutiny of work Interventions reviewed on a regular basis Termly pupil progress meetings	Andy Willett	Termly
Total budgeted cost					£23404

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>Learning Mentor to target PP children and to work closely with families.</p> <p>Learning Mentor to monitor attendance and work with families.</p>	<p>Barriers are minimised so that pupils can access learning and make good progress.</p> <p>Overall attendance improves.</p>	<p>Since coming into role, our Learning Mentor has had a very positive impact across the school. Children are supported effectively and any issues are dealt with quickly, enabling children to maximise learning.</p>	<p>Regular meetings and reviews between the head and the learning mentor</p>	<p>Andy Willett</p>	<p>Termly</p>
<p>Subsidise after school clubs for current FSM children.</p> <p>Subsidise before/after school club to support families.</p> <p>Subsidise residential visits.</p>	<p>Children are given access to our external offer, building their cultural capital.</p> <p>Children are in school, have breakfast and are ready to learn.</p> <p>Children given access to residential visits, building cultural capital.</p>	<p>It is vital that all pupil premium children have the same opportunities as their peers.</p>	<p>Monitor who is accessing funding</p>	<p>Julia Burke</p>	<p>Termly</p>
Total budgeted cost					£20,876