

Pupil premium strategy / self-evaluation

1. Summary information					
School	Springfield Primary Academy				
Academic Year	2020-21	Total PP budget	£40,000	Date of most recent PP Review	Sept 20
Total number of pupils	310+18 nursery	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 21

2. Current attainment		
2019 KS2 Data (no standardised assessment was conducted in 2020, due to the pandemic)	<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)	71%
Progress measure reading	+2.2	+0.32
Progress measure writing	+4.83	+0.27
Progress measure maths	-1.5	+0.37

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 2019-2020, 9 of our PP children fell into the persistent absence category. The average attendance for PP children up until the end of March 2020 was 93.63%. Attendance for non-pupil premium children was 97.05%. 19 of our 31 disadvantaged children were either not eligible to return to school in June, or did not take up their place.
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
A.	<ul style="list-style-type: none"> Increase the % of PP children achieving both the expected standard and GDS in Reading, Writing and Maths Individual barriers to learning have been identified and intervention is successful in narrowing the gap 	PP children make at least good progress over the year and many make accelerated progress.
B.	<ul style="list-style-type: none"> Attendance of PP children is equal to that of non-PP children 	Attendance for PP children is at least in line with the school average.
C.	<ul style="list-style-type: none"> PP children are healthy mentally 	<p>Children are able to access the curriculum alongside their peers.</p> <p>Children's social/emotional needs met through school or by the use of external services.</p>

5. Review of expenditure				
Previous Academic Year		2019-2020		
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
Professional development for all teaching staff.	To ensure that there continues to be quality first teaching in all classes	Early reading and phonics continues to be a strength across the Foundation Stage and KS1. The academy predicted that 77% of Foundation Stage children would have achieved a good level of development, 90% of Year 1 children would have met the phonics-screening standard and 75% of children would have met the expected standard in reading at the end of Year 2.	It is imperative that we continue to support teacher's professional development in order to provide quality first teaching.	

Year 5/6 to continue to be split into four classes.	Children make good progress across the phase; % of children meeting the expected standard in Reading, Writing and Maths is at least in line with national	The academy predicted that 78% of children would have met the expected standard in Reading, Writing and Maths and 19% exceed the standard in all three areas.	This was successful, however, due to numbers in Year 5 and 6, this will not be practicable in 2020-2021.	
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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
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.	Continue next year.	

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

<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>The Learning Mentor has had a significant impact on children's well-being and we need to further develop the role in the future.</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>Pupil premium children have had the same opportunities as their peers.</p> <p>Unfortunately, due to the pandemic, a number of residential visits had to be cancelled.</p>	<p>When clubs begin again, this needs to be a continuing strategy.</p>	

6. Planned expenditure

Academic year

2020-2021

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

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
The vast majority of children are secure in phonics and decoding skills by the end of Year 1 – all children by the end of Year 2	Quality First Teaching Purchase of 'Story Time Phonics' programme	Ofsted Inspection Framework – 2019 – <i>'The sharp focus on ensuring that younger children gain phonics knowledge and comprehension necessary to read and the skills to communicate, gives them the foundations for future learning.'</i>	Reading/Phonics is one of the main objectives in our AIP	Tina Storr	£700
A quality curriculum planned to meet the needs of all Springfield children in place	Professional development in place to ensure quality first teaching	EEF 2020 – <i>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'</i>	Our whole school curriculum is one of the main objectives in our AIP	Andy Willett	£2000
All children to catch up on lost learning and as a result, GDS is at least in line with national in all areas	Additional teacher employed to work 5 mornings a week to create two year 5 classes and two year 6 classes		Catch up is one of the main objectives in our AIP	Andy Willett	£2265
A love of reading is engendered in all children	All teachers share high quality texts with children on a daily basis	Reading high quality texts builds vocabulary and develops the imagination. A love of reading, and the ability to read, opens up the curriculum.	Reading/Phonics is one of the main objectives in our AIP	Tina Storr	£1000

Total budgeted cost					£5965
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	Cost
Small group work	Increased RWM attainment	Recommended by research (EEF); moderate impact for moderate cost	Monitoring by SLT	Deb Appleby	£31,580
TA interventions	Increased RWM attainment	Recommended by research (EEF); TAs provide targeted interventions	Employment of additional Teaching assistants so that TA time can be allocated for the delivery of specific interventions Use of pupil progress meetings to identify those children requiring interventions	Andy Willett	
Employ part time Learning Mentor	All children have access to Learning Mentor to support well-being	Access to support can lead to significant improvements in children's mental health, and social and emotional skills	Monitored by Principal	Katie Augusta	
Total budgeted cost					£31,580
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	Cost

Provision of a school sweatshirt/ cardigan annually	All PP children are able to wear the correct school uniform	A clear dress code that sets boundaries and helps pupils to see school as a working environment	Children are provided with a sweatshirt/cardigan at the start of the school year	Julia Burke	£280
Provision of free school milk	All PP children have access to free school milk	Milk is excellent for hydration, which is essential for aiding concentration.	All milk pre-booked through the school office.	Julia Burke	£250
Provision of free after school clubs	All PP children have access to after school clubs	After school clubs provide opportunities for a healthier lifestyle, increase emotional stability and happiness and create friendships and build confidence.	Parents of PP children informed of clubs and opportunities available.	Sarah Fell	£1150
Provision of free educational visits.	All PP children have access to the whole curriculum	Experiential learning is crucial to development.	Parents of PP children informed of all educational visits.	Sarah Fell	£775
Total budgeted cost					£2455