

Pupil Premium Strategy Statement: Springfield Junior School

1. Summary information					
School	Springfield Juniors				
Academic Year	2017-18	Total PP budget	£136,140	Date of most recent PP Review	January 2018
Total number of pupils	342	Number of pupils eligible for PP	97	Date for next internal review of this strategy	Sept 2018

2. Attainment 2017 (Based on year 6 results)			
Springfield figures for pupils eligible for PP		National figures for pupils not eligible for PP	
% achieving expectations in reading	85%	% achieving expectations in reading	77%
% achieving expectations in writing	85%	% achieving expectations in writing	81%
% achieving expectations in maths	96%	% achieving expectations in maths	80%
Progress measure in reading	3.4	% achieving expectations in reading	0.3
Progress measure in writing	2.3	% achieving expectations in writing	0.2
Progress measure in maths	3.9	% achieving expectations in maths	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Poor learning skills. Eg organisation, commitment, resilience.
D.	Gaps in prior learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Consistent attendance and punctuality.
F.	Access to resources, such as books, libraries, life experiences (especially cultural).
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
I.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance (currently 96% in Autumn 2017) to better attendance % for national non-disadvantaged (96.4% Autumn 2016 and Spring 2017).
B.	Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
C.	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve <i>(or exceed)</i> expected levels in reading and writing and make <i>(or exceed)</i> expected progress.
E.	Pupils are excellent mathematical problem solvers.	Pupils achieve <i>(or exceed)</i> expected levels in maths and make <i>(or exceed)</i> expected progress.
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure					
Academic year	2017-18				
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	When will you review implementation?
For Y3 PP children to settle into the school quickly and effectively and to make (or exceed) expected progress.	Teacher to pupil ratio to be increased at transition year (year 3).	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Termly
For PP pupils in Years 4-6 to make (or exceed) expected progress.	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	See above and: Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Half-Termly
To use CPD to ensure teaching is of an excellent standard	To facilitate an additional 8 afternoons per year of focused CPD for teaching staff led by SLT, middle leaders and experts.	July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership	All foci are part of School Development Plan and Self Evaluation.	Deputy Head	Half-Termly
Total budgeted cost					£108,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Daily breakfast club	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality.	Attendance will be monitored.	Headteacher	Termly

	Family Support Worker	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Family Support Worker will report on her actions each week.	Family Support Worker	Weekly
For identified gaps in learning to be addressed.	Varied interventions (<i>according to need</i>) to be provided before (<i>and sometimes during</i>) school.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	Progress will be checked half-termly.	Year Group Leaders	Half-Termly
For selected pupils to be supported in accessing learning.	1:1 support for disadvantaged pupils who require it.	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	Progress of pupils will be checked half-termly.	Headteacher	Half-Termly
Total budgeted cost					£21,728.5
iii. Enrichment and experiences					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils will partake in mixed age group apprenticeships each month. These will encompass a range of foci to develop personal, health, social and citizenship themes.	Pupils benefit from working with others and being introduced to a variety of experiences.	Each session will be monitored.	Apprenticeships Leader	Yearly
	Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc.	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Assistant Headteacher	Yearly

Total budgeted cost					£4,258.8
iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For disadvantaged pupils to access the school library once a week during holiday time.	School librarian and HLTA will open the library once a week during holidays from 9-12pm and allow pupils to read, change books and do Accelerated Reader Quizzes	Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.	Incentivising pupils to come. Tracking attendance of pupils.	Librarian	On a half termly basis.
Total budgeted cost					£600

6. Review of expenditure: Academic Year 2016-17				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For PP pupils to make (or exceed) nationally expectations for progress and attainment.	Teacher to pupil ratio increased at transition year (year 3). Staff to pupil ratio increased to allow for additional teaching groups and interventions.	As results show, the progress and achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant.	This approach was successful and this approach will be modified and used in future.	£114,202

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn. For PP pupils to make (or exceed) nationally expectations for progress and attainment.	Daily breakfast club Family Support Worker Varied interventions (according to need) to be provided before (and sometimes during) school. 1:1 support for PP pupils who require it.	Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i> . As results show, the progress and achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant.	This approach was successful and this approach will be modified and used in future.	£38,924
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils will partake in mixed age group apprenticeships each month. These will encompass a range of experiences. Pupils will partake in cultural visits.	Pupils benefited from working with others and being introduced to a variety of experiences. Pupils' horizons were broadened as they learned more about culture, history and geography.		£9,184
				Total £162,310
1. Additional detail				
<p>We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of early morning groups in all year groups and targeted groups in the afternoons. We have employed experts who are able to get to the bottom of how each child learns best. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.</p> <p><u>National Pupil Premium Award 2017</u> We won the National Pupil Premium Award 2017 for primary schools, for making a real difference to the lives of disadvantaged pupils. Previous to this, in February 2017, national pupil premium expert and published author on the subject, Marc Rowland visited Springfield and reported that, 'the school's strategy clearly addresses these barriers [of disadvantage],' and that, 'High quality, well qualified and motivated staff work hard to ensure all pupils, regardless of background or barrier to learning attain well.'</p> <p><u>Bespoke Pupil Premium Reviews</u> We offer Bespoke Pupil Premium Reviews, led by Daniel Jones, a TSA accredited Pupil Premium Reviewer, who successfully wrote the bid that won the National Pupil Premium Award for Springfield Juniors in 2017.</p>				