

# Pupil Premium Strategy Statement: Springfield Junior School

1. Summary information					
School	Springfield Juniors				
Academic Year	2019-20	Total PP budget	£141,240	Date of most recent PP Review	Sept 2019
Total number of pupils	346	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Sept 2020

2. Attainment 2019 (Year 6 results)			
<i>Springfield figures for pupils eligible for PP (2019)</i>		<i>National figures for pupils not eligible for PP (2018)</i>	
% achieving expectations in reading	<b>84%</b>	% achieving expectations in reading	<b>73%</b>
% achieving expectations in writing	<b>79%</b>	% achieving expectations in writing	<b>79%</b>
% achieving expectations in maths	<b>74%</b>	% achieving expectations in maths	<b>76%</b>
Progress measure in reading	<b>0.3</b>	Progress measure in reading	<b>0.3</b>
Progress measure in writing	<b>-1.0</b>	Progress measure in writing	<b>0.2</b>
Progress measure in maths	<b>0.9</b>	Progress measure in maths	<b>0.3</b>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some pupils may not working at an age related level and have conceptual gaps or misconceptions.
B.	Some pupils may have limited speech and language skills which can impact upon learning.
C.	In some cases, learning skills may need developing, eg organisation, commitment, resilience.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	In some cases, consistent attendance and punctuality.
E.	In some cases, access to resources, such as books, libraries and life experiences.
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> <li>• Pupils will meet (or exceed) age related national expectations in English and maths.</li> <li>• All staff will receive appropriate CPD to facilitate development and high quality teaching.</li> <li>• Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need.</li> <li>• Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths</li> <li>• Support staff will support learning effectively.</li> <li>• Additional intervention sessions will take place, based on gaps/need.</li> </ul>
<b>B.</b>	<p>To develop opportunities for oracy across the school across the curriculum.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>Pupils read regularly and have access to high quality texts within guided reading</p> <p>Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</p> <p>Pupils will write weekly maths journal entries to develop mathematical language and reasoning skills.</p>	<ul style="list-style-type: none"> <li>• Weekly oracy assemblies will provide structure and scaffolding for speaking and listening.</li> <li>• A class oracy follow up activity will take place in each class each week.</li> <li>• Pupils read regularly (4 x a week) outside of normal class reading.</li> <li>• Pupils (who need to) will have opportunities for additional reading in school.</li> <li>• Guided reading sessions will include elements of retrieval, meaning and inference.</li> <li>• Quantity/quality of reading will be tracked each week and celebrated in assembly.</li> <li>• 5 x 10 minute demonstration reading sessions will be led by teachers each week</li> <li>• 1 x vocabulary and 2 x grammar sessions will be taught per week.</li> <li>• Teachers will give pupils precise feedback which the pupils can respond to each week.</li> <li>• Pupils will complete maths journal entries each week.</li> </ul>
<b>C.</b>	<p>Pupils will be proactive, organised and enthusiastic learners.</p>	<ul style="list-style-type: none"> <li>• Pupils will have a structured termly mentoring meeting with their teacher.</li> <li>• Termly mentoring meetings will show that pupils are 'on green' for their behaviour and effort.</li> <li>• High quality and an appropriate quantity of work produced will be evident in book scrutinies.</li> </ul>
<b>D.</b>	<p>All disadvantaged pupils will meet national expectations for attendance and punctuality.</p>	<ul style="list-style-type: none"> <li>• All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. (96.4% Autumn 2016 and spring 2017).</li> <li>• Parents will be informed each term of their child's colour coded attendance bands.</li> <li>• The school will write letters/contact parents proactively if attendance slips.</li> <li>• Families to engage with Educational Welfare Officer.</li> <li>• Breakfast club will be offered to priority pupils.</li> </ul>
<b>E.</b>	<p>School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> <li>• The 'Loops of Learning' curriculum approach will provide pupils with exciting events to begin topics and showcase events to conclude them.</li> <li>• Age appropriate subject skills will be taught within a thematic approach.</li> <li>• In year 6, pupils will access specialist science teachers and an artist each week.</li> <li>• Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> </ul>
<b>F.</b>	<p>Pupils will have opportunities in school to read, consolidate x tables and complete homework (if necessary).</p>	<ul style="list-style-type: none"> <li>• Pupils will read at least 4 times per week</li> <li>• Pupils will complete x table rock stars practice sessions each week.</li> </ul>

5. Planned expenditure					
Academic year	2019-20				
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?
<b>A) For PP pupils in Years 5-6 to make (or exceed) expected progress.</b>	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	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 teaching.'  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
<b>A) To use CPD to ensure teaching is of an excellent standard</b>	To facilitate an additional 8 afternoons per year of focused CPD for teaching staff led by SLT, middle leaders and experts.  To facilitate 30 minute weekly support staff training meetings during singing assemblies.	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

<p><b>A) To have rigorous basic skills approaches in place for maths and for phonics and grammar</b></p>	<p>Pupils will complete weekly maths 'Basic Skills' tests to assess their command of all of the National Curriculum strands for their year group. Teachers will use formative assessment information for this to respond to and adapt teaching.</p> <p>Pupils will use 'Time Table Rockstars' each week to consolidate tables.</p> <p>Teachers will deliver school designed phonics programme linked with spelling rules and school grammar resources.</p> <p>Teachers will teach 2 grammar sessions and 1 vocabulary session per week.</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p> <p>Regular practice ensures consolidation.</p>	<p>These strands will be monitored weekly by teachers and celebrated using Accelerated Reader and Time Table Rockstars data each week in assembly.</p>	<p>Teachers</p>	<p>Weekly</p>
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<p><b>B) To develop opportunities for oracy across the school.</b></p>	<p>Once a week, each year group will have an oracy assembly with visual stimulus, oracy stems and designated speaking, listening and reporting roles.</p> <p>Classes will have a weekly in class oracy session to follow up on the assembly. There will also be a weekly vocabulary session.</p> <p>A new stage will provide pupils with an area to rehearse oral performances each lunchtime, and a member of staff will facilitate this.</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups.</p> <p><u>The Early Catastrophe Paper (Hart and Risley, 2003) reports:</u></p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words  Vocabulary (at age 3) of a child from a professional family: 1,100 words</p> <p>It is important to develop and increase all pupils' vocabularies. The school uses an approach from Voice 21 based on 4 strands of oracy. The EEF identified this approach as promising and are conducting further investigation into the academic benefits.</p>	<p>Oracy assemblies will be led by year group leaders. Resources from 'Picture News' may be used to ensure current content.</p> <p>A Teaching Assistant will supervise the use of the stage for 30 minutes each day and the use of it will be timetabled.</p>	<p>English Lead</p>	<p>Ongoing basis</p>
<p><b>B) To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</b></p> <p><b>To have rigorous approaches in place to ensure pupils read regularly.</b></p>	<p>Pupils will complete Accelerated Reader Comprehension Quizzes after each book they have read.</p> <p>This will be celebrated each week in assembly.</p> <p>All pupils will read 4 x per week.</p> <p>Beanstalk Reading volunteer will be used for 3hrs 1:1s.</p>	<p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p>	<p>Weekly engaged reading time stats will be shared in assemblies.</p> <p>Weekly lists will be shared with teachers to flag up reading frequency of all pupils.</p>	<p>English Lead</p> <p>All teachers</p>	<p>Ongoing basis</p>

<p><b>B) Pupils read regularly and have access to high quality texts within guided reading</b></p>	<p>Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference.</p> <p>3 x ½ hour 'Book Talk' sessions will be taught to improve comprehension.</p> <p>5 x 10 minute 'Demonstration Reading' sessions will take place each week.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Teachers will deliver 3 x 'Book Talk' sessions per week based on shared texts.</p>	<p>English Lead All teachers</p>	<p>Ongoing basis as part of English monitoring cycle.</p>
<p><b>B) Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</b></p>	<p>Every class will complete an extended piece of writing each week, which will use engaging texts/media as stimulus and be linked to topics where appropriate.</p> <p>Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this.</p>	<p><i>'Good literacy skills underpin academic success in every subject.'</i> <i>'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.'</i> Sir Kevan Collins, Chief Executive Education Endowment Foundation.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul>	<p>Year group leaders will oversee planning of these pieces in PPA.</p> <p>Moderation will ensure consistency.</p>	<p>Year group Leads All teachers</p>	<p>Ongoing basis as part of English monitoring cycle.</p>
<p><b>B) For disadvantaged pupils to access the school library after school</b></p>	<p>A teaching assistant will open the library once a week after school and allow pupils to read, change books and do Accelerated Reader Quizzes</p>	<p>It is important to ensure that all pupils read regularly.</p> <p>Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa.</p>	<p>Incentivising pupils to come.</p> <p>Tracking attendance of pupils.</p>	<p>Library Lead</p>	<p>On a half termly basis.</p>

<p><b>B) Pupils will write weekly maths journal entries to develop mathematical language and reasoning skills.</b></p>	<p>Pupils will be scaffolded in maths lessons with 'steps to success' to articulate learning.</p> <p>Pupils will use talk partners to discuss mathematical concepts.</p> <p>Pupils will use words and diagrams to explain mathematical concepts in maths journals.</p>	<p><i>'Effective writing is underpinned by children's expressive language capabilities. It is important, therefore, to develop and monitor children's capability to formulate and articulate increasingly sophisticated sentences and express them in writing.'</i></p> <p>From the Preparing Literacy Guidance 2018, Education Endowment Foundation.</p> <ul style="list-style-type: none"> <li>• <i>Encourage pupils to take responsibility for, and play an active role in, their own learning</i></li> <li>• <i>This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning</i></li> </ul> <p>From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017, Education Endowment Foundation.</p>	<p>Year group leaders will oversee planning of these pieces in PPA.</p> <p>Maths monitoring cycle will ensure consistency.</p>	<p>Year group Leads</p> <p>All teachers</p>	<p>Ongoing basis as part of maths monitoring cycle.</p>
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<p><b>E) School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.</b></p>	<p>To teach foundation subjects using the 'Loops of Learning' approach and become Historians and Geographers by gaining knowledge and understanding through the use of a wide range of skills.</p> <p>To deliver high quality practical science lessons for year 6 pupils using specialist science teachers each week.</p> <p>To deliver high quality art lessons for year 6 pupils using a specialist art teacher each week.</p>	<p><b><u>Ofsted's New Framework Requirement:</u></b></p> <p><b><u>26: Quality of education</u></b></p> <p>Schools will be judged on the intent, implementation and impact of their curriculum.</p> <p><i>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</i></p>	<p>Middle Leader responsible for Loops of Learning will monitor.</p> <p>All Loops will be kept in portfolios.</p> <p>The school monitoring cycle will continuously evaluate provision.</p>	<p>Middle Leader responsible for Loops of Learning</p> <p>All teachers</p>	<p>Ongoing basis as part of school monitoring cycle.</p>
<b>Total budgeted cost</b>					<b>£109,415.70</b>



**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?
<p><b>F) To improve the attendance of disadvantaged pupils.</b></p>	<p>Disadvantaged pupils to be targeted to attend breakfast club.</p> <p>Family Liaison Officer to track attendance on a fortnightly basis, address with families and report findings.</p> <p>Every term pupils (and parents) to receive RAG rated attendance summaries on mentoring reports.</p> <p>Pupils who have concerning attendance will be sent letters.</p> <p>Whole school reward system to be high profile across the school and discussed every week in assembly with weekly incentives and end of rewards.</p> <p>School to follow attendance policy and work with Educational Welfare Officer to robustly address difficult cases.</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>	<p>Attendance at breakfast club to be monitored.</p> <p>Family Support Worker to 'recruit' key pupils to breakfast club.</p> <p>Family Support Worker to track weekly findings/trends.</p> <p>Termly mentoring reports to be kept and shared with families.</p> <p>Reward systems to be monitored.</p> <p>Records of Educational Welfare Officer engagement/actions to be kept.</p> <p>Attendance flow chart to be followed.</p>	<p>SLT and Family Liaison Officer.</p>	<p>Attendance to be tracked weekly.</p> <p>Mentoring to be evaluated termly.</p>

<b>A/C) For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.</b>	Daily breakfast club to serve as platform for additional structured time, intervention and enrichment.	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 liaise with families.  Family Support Worker to engage with outside agencies to support pupils/families.	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
	Small groups implemented in years 5 and 6 for English and maths to enable precise, targeted teaching for pupils according to their level of prior attainment.	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 teaching.'	Formative and summative assessment will be used to identify pupils who would benefit from working in one of these groups.  The groups will be monitored as part of the whole school monitoring programme.	SENDCo	Ongoing basis
<b>A) For identified gaps in learning to be addressed.</b>	Varied interventions ( <i>according to need</i> ) to be provided before ( <i>and sometimes during</i> ) school by a range of staff.	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"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul>	Progress will be checked half-termly.	Year Group Leaders	Half-Termly
<b>A) For selected pupils to be supported in accessing learning.</b>	1:1 support for disadvantaged pupils who require it.		Progress of pupils will be checked half-termly.	Headteacher	Half-Termly

<b>C) To develop strong pupil/teacher relationships with a focus on achievement</b>	Pupils will have termly 1:1 mentoring meetings with their teachers, focused on learning targets/skills/attitudes.	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.'	Termly meetings will be quantified and based on reports for parents and include attendance, achievement and attitudes.	Teachers	Termly
<b>Total budgeted cost</b>					<b>£19,822</b>

iii. Other approaches (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?
E) For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Pupils will partake in 'apprenticeships' each month. These will encompass a range of foci to develop personal, health, social and citizenship themes.	<p><b><u>Ofsted New Framework Requirement:</u></b></p> <p><b><u>26: Quality of education</u></b></p> <p><i>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</i></p>	Each session will be monitored.	Apprenticeships Leader	Yearly
	<p>Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc.</p> <p>Visitors will attend the school. Eg: an Egyptian mummifier and a Roman Soldier.</p>	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p> <p>Meaningful experiences and contexts will enhance 'Loops of Learning' approach.</p>	Reviewing programme of trips and attendance.	Assistant Headteacher	Yearly
<b>Total Costs</b>					<b>£140,975.70</b>

## 6. Review of expenditure: Academic Year 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p>	<p>Teacher to pupil ratio to be increased at transition year (year 3).</p> <p>Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.</p> <p>To facilitate an additional 8 afternoons per year of focused CPD for teaching staff led by SLT, middle leaders and experts.</p>	<p>As results show, the achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant in reading and matched them in writing.</p> <p>In maths the result was 5% below the national expectation for non-disadvantaged pupils, however one pupil did not sit the paper due to unavoidable circumstances. This pupil was expected to meet national expectations and decreased our % by 5.2%</p>	<p>These approaches were successful and will be modified and used in future, where school finances permit.</p>	<p><b>£98,530</b></p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>For PP pupils to make (or exceed) nationally expectations for progress and attainment.</p>	<p>Daily breakfast club Family Support Worker Varied interventions (according to need) to be provided before (and sometimes during) school. 1:1 support for disadvantaged pupils who require it.</p>	<p>Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i>.</p> <p>As results show, the achievement of PP pupils exceeded the National Averages for pupils not entitled to the PP grant in reading and matched them in writing.</p> <p>In maths the result was 5% below the national expectation for non-disadvantaged pupils, however one pupil did not sit the paper due to unavoidable circumstances. This pupil was expected to meet national expectations and decreased our % by 5.2%</p>	<p>These approaches were successful and will be modified and used in future.</p>	<b>£46,568</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p>	<p>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.</p> <p>Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc.</p>	<p>Pupils benefited from working with others and being introduced to a variety of experiences.</p> <p>Pupils' horizons were broadened as they learned more about culture, history and geography.</p>	<p>Apprenticeships will continue but be altered to class groups.</p>	<p>Costs accounted for in previous sections: <b>QoT</b> and <b>Targeted Approaches</b></p> <p style="text-align: right;"><b>Total</b> <b>£145,098</b></p>