

Pupil Premium Strategy Statement

1. Summary information					
School	Springfield Juniors				
Academic Year	2016-17	Total PP budget	£161,000	Date of most recent PP Review	January 2017
Total number of pupils	341	Number of pupils eligible for PP	120	Date for next internal review of this strategy	July 2017

2. Attainment 2015-16 (Based on current years 4, 5 and 6)			
Springfield figures for pupils eligible for PP		National figures for pupils not eligible for PP	
% achieving expectations in reading, writing and maths	89.4%	% achieving expectations in reading, writing and maths	60%
% making expected progress in reading	93.6 %	% achieving expectations in reading	53%
% making expected progress in writing	97.8 %	% achieving expectations in writing	63%
% making expected progress in maths	97.8 %	% achieving expectations in maths	57%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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 95.4%) to better attendance % for national non-disadvantaged (96.6%).
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	2016-17
----------------------	----------------

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 appropriate progress.	Teacher to pupil ratio to be increased at transition year (year 3).	Smaller class sizes mean disadvantaged pupils can access more of teachers' time.	The school monitoring cycle will continuously evaluate provision.	Headteacher	Termly
For PP pupils in Years 4-6 to make expected (or to make exceeded) progress.	Staff to pupil ratio to be increased to allow for additional teaching groups and interventions.	Smaller class sizes mean disadvantaged pupils can access more of teachers' time. 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

Total budgeted cost					£114,202
----------------------------	--	--	--	--	-----------------

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 (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Daily breakfast club	To ensure all pupils have a good breakfast, extra reading/maths games and acclimatisation to start the day. Breakfast clubs also improve	Attendance will be monitored.	Headteacher	Termly
	Family Support Worker	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.	Family Support Worker will report on her actions each week.	Family Support Worker	Weekly
For identified gaps in learning to be addresses.	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.	Progress will be checked half-termly.	Year Group Leaders	Half-Termly
For selected pupils to be supported in accessing learning.	1:1 TA support for PP pupils who require it.	Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.	Progress of pupils will be checked half-termly.	Headteacher	Half-Termly
Total budgeted cost					£38,924
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 experiences. Eg: fishing, puppeteering, dance etc.	Pupils benefit from working with others and being introduced to a variety of experiences.		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					£9,184

6. Review of expenditure: Academic Year 2015-16				
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.	Additional teaching intervention for maths and literacy in KS2.	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.	£50,076
ii. Targeted support				
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.	Additional HLTA support for targeted 1:1 teaching. Full time EAL support.	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.	£34,994
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
To improve pastoral provision.	To employ a Family Support Worker. To fund a breakfast club	Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i> .	Pastoral support will be extended.	£15,792
To ensure disadvantaged pupils access enrichment experiences.	To subsidise school trips. To put on additional activities such as: fishing, gymnastics, Zuma, Bokwa, pottery and duathlon.	Pupils benefitted from these experiences that they may not have experienced otherwise.	Opportunities to access enrichment experiences will be extended.	£2,556
				£103,418
1. Additional detail				
We largely targeted our additional pupil premium funding on extra staffing and extra intervention. In 2015-2016 this enabled us to split all KS2 classes from three to four. 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.				