



## Springfield Primary Academy Pupil Premium Funding Expenditure Report 2016-2017

### Current Context of School in relation to Pupil Premium Funding

At Springfield Primary Academy 34 of our children are eligible for Pupil Premium Funding. This includes 4 post LAC. Our funding for 2016-2017 is £46,200. Of the 34 children eligible for Pupil Premium Funding, 5 also have Special Educational Needs and 3 are on our SEN monitoring register.

We pride ourselves on our inclusive school. All staff know the children well and deliver and adapt sessions that all pupils can participate in. The school maintains a very strong commitment to working in collaboration with other schools, the local community and the wider system. Governors actively seek out new opportunities and developments that will enhance the schools on-going development. The school, including Governors, engages in a variety of “self-evaluation” processes and procedures. The school looks to the local, national and international community to support on-going excellence in its core purpose - teaching and learning.

### Recent initiatives/Improvements

- Year on Year improvements in identification, assessment and tracking of attainment and standards.
- New skills based curriculum created with pupil involvement to ensure high levels of commitment.
- KS1 Pupil Premium attainment is at least in line with and often above national attainment.
- Phonics and reading interventions have been introduced.
- Children’s ideas and thoughts are important to the school and gleaned in many different ways for example individual, small groups, questionnaires, learning council.
- Research is used to inform practise e.g. Sutton Trust, pupil premium award web page
- Teaching assistants are trained and deployed effectively.
- Mobile technology is used effectively.
- Celebration worship has been introduced to raise aspirations.
- Increased trips and visitors in school which are subsidised by pupil premium funding.
- After school clubs are subsidised by pupil premium funding.
- Introduction of Numicon to support children’s understanding in maths, especially in relation to number and calculation.
- Completely refurbished classrooms- new furniture, decoration and resources.
- Universal Free School Meals for children in Reception, Year 1 and Year 2.
- Vice Principal released to coach and mentor staff and support progress.
- SEN resources have been purchased and used effectively to target individual need.
- Reading Comprehension and Maths Assessment tests have been introduced termly and standardised scores are used to identify need.
- Tight intervention/additional support groups are planned and evaluated half termly.
- Half termly pupil progress meetings put in place.
- Teachers implemented alternative classroom organisation and differentiation. E.g. Kagan groups, rubrics.

- Learning Mentor employed full time in order to provide nurture groups, social and emotional well-being.
- Learning Mentor recently completed Forest Schools training

Our key objective in using the Pupil Premium Funding is to ensure that Pupil Premium children achieve to the best of their ability and are prepared for the next stage in their learning. As a school we ensure that we have high aspirations for all of our children including our children eligible for Pupil Premium.

We have analysed our data thoroughly, carried out extensive self-evaluation and have made use of a range of research, such as the Sutton Trust's Learning and Teaching Toolkit, intervention tracking and good practice examples in using the Pupil Premium Funding to inform our decision making.

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

## **Key Principles**

### **'Raising Aspiration'**

We will provide a culture where:

- All staff believe in all children
- All children are expected to perform well
- Staff identify barriers and provide strategies to overcome them
- Children are encouraged to feel proud of themselves
- Children are encouraged to develop their positive learning behaviours
- Children receive intrinsic and some extrinsic rewards to motivate and encourage.
- Success is celebrated explicitly

## **Analysing Data**

We will ensure that:

- All staff, including Governors, are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- All staff are aware of their roles in data analysis and their roles in the actions which arise from the analysis in order for all children to reach their potential
- School staff engage with Governors and External Advisors to challenge and support our data analysis
- We engage in quality internal and external moderation with external specialists, other primary and secondary schools to ensure our assessments are accurate and support future learning

## **Identification of Pupils**

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- Formative and summative assessments are used well for early identification of need and address issues as they arise
- Rigorous pupil progress meetings with teaching staff are held with the Principal, SENCO, Learning Mentor and class teachers to ensure early identification of needs and addressing of issues as they arise
- All staff are aware of who pupil premium and vulnerable children are

- All pupil premium children benefit from the funding, not just those who are underperforming academically.
- Underachievement at all levels is targeted (not just lower attaining pupils).

### **Improving Day to Day Teaching**

We will continue to improve teaching by:

- Having high expectations of teachers and children
- Supporting and/or challenging staff to provide at least good teaching
- Providing high quality, stimulating learning environments
- Ensuring consistent implementation of the non-negotiables, e.g. feedback, learning environments, learning behaviours
- Share good practice within the school and draw on external expertise
- Strategically positioning and appointing Teachers and Teaching Assistants
- Appointing to any skills gaps we have in school including onto the Governing Body
- Providing high quality Continuing Professional Development

### **Individualising support**

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning - academic, socially or emotionally
- Tailoring interventions to the needs of the child
- Ensuring additional support staff and class teachers have regular, high quality communication
- Analysing, reviewing and adapting regularly the impact of individualised interventions
- Matching the skills of the support staff to the interventions they provide
- Training support staff to be able to support individualised needs
- Working with other agencies to bring in additional expertise
- Providing support for parents- to support their children's learning within the curriculum

### **Well being**

We will ensure that children's well-being is monitored effectively by:

- Monitoring children's social and emotional needs
- Raising children's aspirations through holding key jobs in school
- Developing children's pride in themselves, their school and their community
- Intrinsic praise
- Leading worship
- Recognising and building on children's strengths to further boost confidence.
- Introduce opportunities for children to learn musical instruments and to experience other arts eg dance.
- Develop sporting opportunities

## 2016-2017 Pupil Premium Funding Action Plan

Item / Action	Cost	Objective	Outcomes for children eligible for the Pupil Premium Funding
Vice Principal/SENCO release time.	£6014	<ul style="list-style-type: none"> <li>○ Support tracking and early identification of Pupil Premium children who may not achieve our high expectations.</li> <li>○ Conduct pupil progress meetings and ensure accurate interventions are in place</li> <li>○ Support professional development across the school</li> </ul>	<p>Children who are eligible for PP have their needs (academic, social or emotional) identified early and actions have been implemented.</p> <p>90% of PP children made good progress in reading (38 out of 42); 7% made outstanding progress; 93% made good progress in writing (39 out of 42); 36% made outstanding progress; 95% made good progress in maths (40 out of 42); 21% made outstanding progress.</p>
Year 6 Maths Booster Classes	£1236	<ul style="list-style-type: none"> <li>○ Additional Maths support for Year 6 in order to ensure good progress</li> </ul>	<p>In maths in Year 6, 9 out of 11 children met or exceeded the standard. 1 of the 2 that did not meet the standard has an EHCP.</p>
Teaching Assistants	£19693	<ul style="list-style-type: none"> <li>○ CPD for teaching assistants to support phonics, reading, SEND</li> <li>○ Teaching assistants used to support interventions to accelerate progress</li> </ul>	<p>100% of PP children passed the phonics screening in Year 1.</p> <p>90% of PP children made good progress in reading (38 out of 42); 7% made outstanding progress; 93% made good progress in writing (39 out of 42); 36% made outstanding progress; 95% made good progress in maths (40 out of 42); 21% made outstanding progress.</p>
Subsidising educational visits and clubs	£1500	<ul style="list-style-type: none"> <li>○ Enable PP children to access extra-curricular activities in order to meet their needs</li> </ul>	<p>All PP children have had access to educational visits and extra-curricular activities. Aspirations and self-esteem have been raised.</p>
Learning Mentor	£21,439	<ul style="list-style-type: none"> <li>○ Full time Learning Mentor employed to develop emotional well-being</li> </ul>	<p>PP children have been able to access support in order to ensure that they are ready to learn in the classroom. Emotional needs being met.</p>
Enhance the curriculum	£1,000	<ul style="list-style-type: none"> <li>○ Enhance the curriculum through visits and visitors</li> </ul>	<p>Curriculum developed to inspire a love of learning.</p>
Educational Psychologist to	£2,000	<ul style="list-style-type: none"> <li>○ Support emotional well-being/behaviour in Year 6</li> </ul>	<p>8 out of 11 children met or exceeded the standard in</p>

<p>deliver WOWW project to Year 6</p>			<p>reading. 2 of the 3 who did not meet the standard are on the special needs register, one of whom has an EHCP and did not sit the test.</p> <p>In writing 9 out of 11 children met or exceeded the standard. The 2 that did not meet the standard are on the special needs register, one of whom has an EHCP.</p> <p>In maths 9 out of 11 children met or exceeded the standard. 1 of the 2 that did not meet the standard has an EHCP.</p> <p>In GPS 8 out of 11 children met or exceeded the standard. 2 of the 3 who did not meet the standard are on the special needs register, one of whom has an EHCP and did not sit the test.</p> <p>Behaviour and well-being significantly improved throughout the year.</p>
<p>Total spend</p>	<p>£52,882</p>		
<p>Total PP Funding</p>	<p>£46,200</p>		