



Springfield Primary Academy Pupil Premium Funding Expenditure Report 2017-2018

Current Context of School in relation to Pupil Premium Funding

At Springfield Primary Academy 38 of our children are eligible for Pupil Premium Funding (January 2018). This includes 3 post looked after children and 2 looked after children. Of the 38 children eligible for Pupil Premium Funding, 6 also have Special Educational Needs. Our funding for the 2017-2018 academic year is approximately £55,000.

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

- Key drivers of 'Care, Collaboration, Challenge' embedded across the school.
- Year on Year improvements in identification, assessment and tracking of attainment and standards.
- Improvements in identification of non-academic needs and support
- Appointment of Assistant Vice Principal to work with the Senior Leadership Team to keep driving the school forward
- Introduction of whole school 'Jigsaw' PSHE curriculum to support well being
- Introduction of Kagan, a collaborative learning approach that supports children to become independent learners.
- Introduction of project based learning to ensure high levels of commitment and engagement.
- 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,.
- 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.
- 'I Am Proud' assemblies have 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.
- Completely refurbished classrooms- new furniture, decoration and resources to enhance learning.
- 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 termly.
- Termly pupil progress meetings put in place.
- Learning Mentor employed full time in order to provide nurture groups, social and emotional well-being.
- Learning Mentor 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 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

2017-2018 Pupil Premium Funding Action Plan

Barrier	Activity	Outcome
<p>Many children on the Pupil Premium register come with families with additional needs, behavioural or otherwise. This can cause difficulties with them accessing learning, socially, emotionally and academically. The huge range of difficulties often require pupils to have access to additional pastoral support.</p>	<p>Learning Mentor employed to support specific social and emotional needs of the children through nurture groups/forest schools work</p> <p>Continuing professional development for Learning Mentor and other support staff, to ensure children are supported effectively to be ready for the next stage of their education</p> <p>Learning Mentor to monitor attendance and punctuality and work closely to support families</p>	<p>All pupil premium children have been able to access learning across the year.</p> <p>Attendance of pupil premium children has improved over the year.</p> <p>95% of PP children have made good progress across the year in Reading, 95% in Writing and 92% in Maths.</p> <p>18% of PP children have made accelerated progress across the year in Reading, 18% in Writing and 15% in Maths.</p>
<p>Lack of child care in the area for before/after school to support working families.</p>	<p>Breakfast club subsidised</p> <p>A variety of after school clubs are made available, subsidised for current FSM children</p>	<p>Children in school safe and on time.</p> <p>Children have had opportunities to participate in a range of activities to support all round development.</p>
<p>Class sizes are big, especially in upper key stage 2. There are a number of children with additional needs within each class. The ratio of 1 adult to a class of pupils means that access to additional support would be limited.</p>	<p>Employ teaching assistants to work alongside class teachers, so that all classes have an additional adult, at least during literacy and numeracy lessons. This ensures that our children have a greater number of opportunities for small group work with teachers and TAs to focus on specific areas of weakness.</p>	<p>100% of Year 6 children made good progress across the year in Reading, 100% in Writing and 82% in Maths.</p> <p>27% of Year 6 children made accelerated progress across the year in Reading, 27% in Writing and 9% in Maths.</p> <p>86% of Year 5 children made good progress across the year in Reading, 100% in Writing and 86% in Maths.</p> <p>14% of Year 5 children made accelerated progress across the year in Reading and 29 in</p>

		Writing.
8 of the 11 Year 6 children eligible for PP are not on track to meet the expected standard in maths.	Additional Maths booster support in Year 6 to ensure good progress.	7 of the 11 Year 6 children were teacher assessed to have met the standard in Maths. 82% of Year 6 children made good progress in Maths, 9% made accelerated progress.
Number of PP children do not do additional reading outside of school.	Additional opportunities to support reading given by staff.	100% of Year 6 children good progress and 27% made accelerated progress. 86% of Year 5 children made good progress and 14% made accelerated progress. 89% of Year 4 children made good progress and 22% made accelerated progress. 100% of Year 3 children made good progress and 20% made accelerated progress. 100% of Reception, Year 1 and Year 2 children made good progress.
PP families cannot afford to pay for trips like PGL, Castleton or Rand. School visit costs would not be possible for many of our disadvantaged families.	To ensure that all children are able to attend the residential visits by subsidising these. Subsidising all trips ensures all children have access to educational visits and no one is disadvantaged.	All pupil premium children had opportunity to participate in residential. All pupils have access to educational visits.