

Pupil Premium Strategy Statement: Springfield Community Primary School

1. Summary information					
School	Springfield Primary School- Burnley				
Academic Year	2016/2017	Total PP budget	£167,640	Date of most recent PP Review	n/a
Total number of pupils	186	Number of pupils eligible for PP	127	Date for next internal review of this strategy	May 2017

2. Current attainment- (Key Stage 1 and Key Stage 2 based on July 2016 results)				
KS1- July 2016 (28 children) KS2- July 2016 (24 children)	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS1	KS2	KS1	KS2
% achieving expected+ progress in reading, writing and maths		15%		25%
% making expected+ progress in reading	65%	30%	73%	25%
% making expected+ progress in writing	82%	80%	82%	75%
% making expected+ progress in maths	76%	20%	100%	50%

Information taken from Unvalidated Raise-online

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Communication and Language skills on entry- Children entering school have very limited vocabulary, this means that children are coming in at lower starting points
B.	Key Stage 2 progress is lower for PP boys in Reading and for those boys with lower prior attainment (taken from Raise online 2016). These children have limited reading experiences and opportunities to develop reading skills at home.
C.	Key stage 2 progress is lower for PP children in Maths for those children in the middle band for prior attainment. (taken from Raise online 2016)
D.	50% of our PP are on the vulnerable children/family register and require ongoing school support. This vulnerability affects children's behaviour for learning and engagement.

External barriers		
E	Lack of parental engagement	
F	High benefit uptake (69.1% children FSM per RAISE online), deprivation (80 th centile per School deprivation indicator- RAISE online), low aspirations, lack of accountability and a blame culture amongst families	
G	Mental health issues, alcohol abuse and DV leading to anti-social behaviour	
H	Limited life experiences when children join school	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and language skills at EYFS and build on this across the other year groups, through identification and timely intervention	<ul style="list-style-type: none"> EYFs children make accelerated progress and achieve in line with National for CLL
B.	Improve reading outcomes for all especially PP boys within the low/middle prior attainment band by improving pupil's engagement and understanding of text	<ul style="list-style-type: none"> Raised attainment in reading so that gap between disadvantaged pupils and those nationally will reduce Improved learning across the curriculum Children develop a love of reading
C.	Improve outcomes for all, especially PP children in Maths, with a focus on developing reasoning skills	<ul style="list-style-type: none"> Greater rates of progress seen in Maths and gap between PP children and others nationally will decrease. Skills in reasoning improve
D.	Ensure that parents that require support, take up help from relevant internal and external services through liaison and work with the family support manager.	<ul style="list-style-type: none"> More parents that require support as identified by school, agree to the CAF process and external support so that this then has a positive effect on their child's emotional wellbeing in school. Increased wellbeing impacts on school attendance and numbers on roll. These figures continue to rise % stability as shown by Raise online figures improves from previous years.
E.	Increase family/parental engagement with school	<ul style="list-style-type: none"> Parents are better equipped to support their children effectively at home Number of parents attending events and workshops will increase when compared to previous years
F.	Reduce the number of fixed term exclusions and incidents for specific children through the implementation of Growth Mindset philosophy and targeted bespoke learning mentor programmes	<ul style="list-style-type: none"> The number of fixed term exclusions will decrease when compared to previous year (2015-16) and will be either in line or below national average Increased number of children demonstrating a growth mindset at the end of the year when compared to baseline.

G	Improve children's attendance, punctuality and readiness to learn	<ul style="list-style-type: none"> Children identified attend breakfast club- impact seen in attendance and punctuality figures Attendance across school continues to remain above target Children demonstrate a positive start to the day Increased levels of concentration and engagement within lessons
H	Provide children with enrichment experiences to enhance their learning experiences	<ul style="list-style-type: none"> Positive attitudes towards school life- desire to learn, leading to development of engagement in learning. Impact on the intellectual, social and psychological well-being of children.

5. Planned expenditure

Academic year	2016/17
----------------------	----------------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
Improve communication and language skills at EYFS and build on this across the other year groups, through identification and timely intervention	<ul style="list-style-type: none"> Speech, communication and Language sessions for all staff- increase teacher understanding of how to teach vocabulary, teach listening skills, use talk to aid writing (£480.00) Further training for staff - Talk Boost- Staff will be trained for children that they teach but also encouraged to attend sessions for the different stages within school (£500) 	Children not developing skills as rapidly or as well as we would hope.	<ul style="list-style-type: none"> Provide opportunities for speaking and listening throughout school in terms of assemblies and pupil leadership groups Learning walks show that vocab is being emphasised 	EM KM	<p>March 2017 Evaluation</p> <p>Communication and Language</p> <p>Listening and Attention- baseline- 17% @ 40-60 mths Now- 83% @ 2+ expected</p> <p>Understanding- Baseline- 20%: 40-60 mths Now- 83% @ 2+ expected</p> <p>Speaking Baseline- 17%- 40-60 mths Now- 77% @ 2+ expected</p>

	<ul style="list-style-type: none"> Principles from both sets of training to be used by staff to improve speech, communication and language Increased focus on vocabulary within lessons and learning environments Communication group formed for those that require it. This will take place 3 x a week- focus on improving communication 		<ul style="list-style-type: none"> and speaking and listening. Lesson observations and drop ins- to see language being used in action Learning environment walkthrough 		<p>July Evaluation 2017:</p> <p>Communication and Language</p> <p>Listening and Attention 83% expected +, with 17% exceeding</p> <p>Understanding- 90% reached expected+, 20% exceeding</p> <p>Speaking 83% expected, 17% exceeding</p>
<p>Improve reading outcomes for all especially PP boys within the low/middle prior attainment band by improving pupil's engagement and understanding of text</p>	<ul style="list-style-type: none"> Raise profile of reading by ensuring that each classroom has a reading area. Improve the range of reading materials and 'topics to increase the amount of reading done in other curriculum areas (£3650) Staff training on Inference and developing reading comprehension skills (£400) School library becomes a focus for reading Targeted pupils receive intervention- Priority reading, IDL programme, Toe by Toe 	<p>Raise on line-</p> <p>KS2 progress in reading was significantly below average and in the lowest 10% overall.</p> <p>KS2 progress was significantly below average and in the lowest 10% in Reading for the groups: disadvantaged, boys.</p>	<ul style="list-style-type: none"> Learning environment agreed principles checklist drawn up and communicated with all staff- leading to clear expectations Long term curricular maps drawn up Ongoing monitoring and evaluation by phase leaders and SLT 	<p>Eng. SL</p> <p>Inclusion lead</p> <p>SLT</p>	<p>March Evaluation 2017</p> <p>Year 1 9/10 -expected progress- 90% (4 steps) 2/10- better than expected- 20% (5+ steps)</p> <p>Year 2 10/15- expected progress- 67% (4 steps) 6/15- better than expected- 40% (5 + steps) 80%- 3+ steps progress</p> <p>Year 3 7/9- expected progress-78% (4 steps) 1/9- better than expected- 14% (5+ steps) 100%- 3+ steps</p>

	<p>(£940.00- Power Of, IDL £359 and Toe by Toe- £410) (cost of support staff- £10,450 at Y3/4) (cost of support staff - £12,350 at Y5/6)</p> <ul style="list-style-type: none"> • Use of Local library reading sessions at Key stage 1 to encourage interest 		<ul style="list-style-type: none"> • English Subject leader reports for governors • Staff and student questionnaires • Information from Pupil progress meetings 	<p><u>Year 4</u> 8/11- expected progress- 73% (4 steps) 3/11- better than expected- 27% 100%- 3 steps</p> <p><u>Year 5</u> 8/9- expected progress- 89% (4 steps) 3/9- better than expected- 33% 100%- 3 steps</p> <p><u>Year 6</u> 12/12- expected progress- 100% (4 steps) 4/12- better than expected- 33% 100%- 3 steps</p> <p><u>July 2017 Evaluation- Expected Progress</u></p> <p><u>Year 1 Reading</u> PP- 90% Non-PP- 78%</p> <p><u>Year 2 Reading</u> PP- 67% Non-PP- 93%</p> <p><u>Year 3 Reading</u> PP- 89% Non-PP- 89%</p> <p><u>Year 4 Reading</u> PP- 64% Non-PP- 83%</p>
--	---	--	--	--

					<p><u>Year 5 Reading</u> PP- 90% Non-PP- 100%</p> <p><u>Year 6 Reading</u> PP- 83% Non- PP- 90%</p>
<p>Improve outcomes for all, especially PP children in Maths, with a focus on developing reasoning skills</p>	<ul style="list-style-type: none"> Agreed Principles for Maths drawn up and shared with staff Learning environment Big Maths introduced across school Mega Maths introduced so that it takes place weekly- providing children opportunities to answer questions involving reasoning Use of working wall to share key maths vocabulary linked to topic Targeted pupils receive maths interventions (cost of support staff- £10,450 at Y3/4) (cost of support staff - £12,350 at Y5/6) 	<p>Need for children to further develop and consolidate skills linked to reasoning.</p> <p>Raise online- KS2 progress was significantly below average in Maths for the disadvantaged pupils in the middle prior attainment group.</p>	<ul style="list-style-type: none"> Staff meeting on Mega maths and Big Maths to communicate clear expectations. This then monitored and reviewed at key points throughout the school year Outcomes from planning and book scrutinies Use of Maths SL reports Learning environment walkthroughs Reference to timetables showing provisions for interventions 	<p>Maths SL</p> <p>SLT</p>	<p><u>March Evaluation 2017</u></p> <p><u>Year 1</u> 6/7 -expected progress- 86% (4 steps) 3/7- better than expected- 43% (5+ steps)</p> <p><u>Year 2</u> 10/15- expected progress- 67% (4 steps) 8/15- better than expected- 53% (5 + steps) 93%- 3+ steps progress</p> <p><u>Year 3</u> 5/9- expected progress-56% (4 steps) 0/9- better than expected- 14% (5+ steps) 71%- 3+ steps</p> <p><u>Year 4</u> 10/11-expected progress- 91% (4 steps) 1/11- better than expected- 9% (5 steps) 100%- 3+ steps</p>

				<p><u>Year 5</u> 4/9-expected progress- 44% (4 steps) 1/9- better than expected- 11% (5 steps) 100%- 3+ steps</p> <p><u>Year 6</u> 12/12 -expected progress- 100% (4 steps) 7/12- better than expected- 58% (5 steps) 100%- 3+ steps</p> <p><u>July Evaluation 2017</u></p> <p><u>Year 1 Maths</u> PP- 100% Non-PP- 94%</p> <p><u>Year 2 Maths</u> PP- 73% Non-PP- 100%</p> <p><u>Year 3 Maths</u> PP- 67% Non-PP- 89%</p> <p><u>Year 4 Maths</u> PP- 73% Non-PP- 83%</p> <p><u>Year 5 Maths</u> PP- 60% Non-PP- 83%</p> <p><u>Year 6 Maths</u> PP- 92%</p>
--	--	--	--	--

					Non-PP- 100%
Total budgeted cost					£52,339

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?																																			
Reduce the number of fixed term exclusions and serious incidents through the implementation of Growth Mindset philosophy and targeted bespoke learning mentor programmes	<ul style="list-style-type: none"> Behaviour policy update Buy CPOMS system provided by Meritech- highlighted in behaviour policy (£645.00) Introduce Growth Mindset to Staff and Children Growth Mindset language shared with children and modelled Targeted interventions for specific children on emerging needs (Needs could be around friendships, anxiety, relationships etc..)- delivered by Learning Mentor as identified through data from CPOMS and internal referral system (£13,870) Place2Be/Place2 Talk sessions for identified children- counselling sessions 	<p>Exclusion data:</p> <table border="1"> <thead> <tr> <th></th> <th>No of fixed term exclusions</th> <th>No of children excluded</th> <th>No days lost to fixed term exclusion</th> <th>No of permanent exclusions</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>12</td> <td>5</td> <td>39</td> <td>0</td> </tr> <tr> <td>2011-12</td> <td>16</td> <td>7</td> <td>61</td> <td>0</td> </tr> <tr> <td>2012-13</td> <td>20</td> <td>9</td> <td>70</td> <td>2</td> </tr> <tr> <td>2013-14</td> <td>9</td> <td>2</td> <td>15.5</td> <td>1</td> </tr> <tr> <td>2014-15</td> <td>3</td> <td>1</td> <td>7.5</td> <td>0</td> </tr> <tr> <td>2015-16</td> <td>10</td> <td>6</td> <td>22</td> <td>0</td> </tr> </tbody> </table>		No of fixed term exclusions	No of children excluded	No days lost to fixed term exclusion	No of permanent exclusions	2010-11	12	5	39	0	2011-12	16	7	61	0	2012-13	20	9	70	2	2013-14	9	2	15.5	1	2014-15	3	1	7.5	0	2015-16	10	6	22	0	<ul style="list-style-type: none"> Regular meetings arranged to assess how behaviour policy is being applied and to check on any issues arising Growth Mindset links to Monday assemblies Use of CPOMS system to review impact of learning mentor programme Review Boxall profiles for children working with Learning Mentor Regular Inclusion meetings to review 	<p>SLT Inclusion lead</p> <p>Learning Mentor</p> <p>Family Support</p>	<p><u>March Evaluation</u></p> <p><u>2016-17</u></p> <p>Number of fixed term exclusions- 1 - 1 child</p> <p>Number of permanent exclusions- 1</p> <p><u>End of whole year:</u> 2 fixed term exclusions, which included 2 children, for a total of 3.5 days and 1 permanent exclusion. A significant decrease from the year before.</p>
	No of fixed term exclusions	No of children excluded	No days lost to fixed term exclusion	No of permanent exclusions																																				
2010-11	12	5	39	0																																				
2011-12	16	7	61	0																																				
2012-13	20	9	70	2																																				
2013-14	9	2	15.5	1																																				
2014-15	3	1	7.5	0																																				
2015-16	10	6	22	0																																				

			<p>progress held with key members</p> <ul style="list-style-type: none"> Planned times to meet counsellors in advance Ongoing training for staff Impact overseen by Behaviour lead 																								
<p>Ensure that parents that require support, take up help from relevant internal and external services through liaison and work with the family support manager.</p>	<ul style="list-style-type: none"> Full time Family Support Manager for parents with the following: <ul style="list-style-type: none"> Liaise/refer parents/children to P2B school project manager promoting the service and a holistic approach to improve the wellbeing of children and parents Liaise regularly with the MASH/CART teams when families are on the cusp of Social Services Liaise with the Police CBM Liaise with Social Workers where children are subject to Child Protection Plans/CIN 	<p>Health LSIP 2015/16 shows: As a district, Burnley is significantly worse than the England average for the following:</p> <ul style="list-style-type: none"> Proportion of children in poverty- 24.6 compared to Lancs- 16.9 and England- 18.6 Hospital stay for self-harm- 346.1, compared to Lancs 237.2 and England 191.4 Long term unemployment- 5.7, compared to Lancs- 3.4 and England average 4.6 	<ul style="list-style-type: none"> Monitoring of support provided and the impact this has on the individual in school. 	Family Support Manager	<p>July Evaluation</p> <p>Place2be service came to an end- March 2017</p> <p>School took ownership of providing support through the family support manager.</p> <p>2015-16 parental engagement-</p> <table border="1"> <thead> <tr> <th>Service</th> <th>Accessed</th> </tr> </thead> <tbody> <tr> <td>Prevention and Early Help</td> <td>0</td> </tr> <tr> <td>Children's centre</td> <td>1</td> </tr> <tr> <td>Police</td> <td>1</td> </tr> <tr> <td>Fire Service</td> <td>1</td> </tr> <tr> <td>Freedom Programme</td> <td>2</td> </tr> <tr> <td>Women's Centre</td> <td>1</td> </tr> <tr> <td>Inspire</td> <td>1</td> </tr> <tr> <td>Calico</td> <td>1</td> </tr> <tr> <td>Place2be</td> <td>4</td> </tr> <tr> <td>School nurse</td> <td>1</td> </tr> </tbody> </table>	Service	Accessed	Prevention and Early Help	0	Children's centre	1	Police	1	Fire Service	1	Freedom Programme	2	Women's Centre	1	Inspire	1	Calico	1	Place2be	4	School nurse	1
Service	Accessed																										
Prevention and Early Help	0																										
Children's centre	1																										
Police	1																										
Fire Service	1																										
Freedom Programme	2																										
Women's Centre	1																										
Inspire	1																										
Calico	1																										
Place2be	4																										
School nurse	1																										

- Instigates CAF's
- Chair TAF meetings
- Attend Child Protection Meetings, Core Group Meetings, CIN Meetings
- Liaise with external agencies where signposting families were an option i.e. Fire Service, Young carers, Early Action Police Team, Early Break, Safenet etc.
- Liaise with housing associations such as Calico regarding rent arrears Anti-social behaviour
- Assist parents whose children need medical appointments with ELCAS
- Further develop the record keeping systems within school
- Meet with parents/carers to discuss personal issues and referred to several agencies
- Collect children from home and visited children reluctant to come to school
- Follow up on children with poor attendance and discussed the

Lancashire Adult learning (external)	0
Total referrals	13

2016-17 parental engagement-

Service	Accessed
Prevention and Early Help	8
Children's centre	5
Police	9
Fire Service	5
Freedom Programme	8
Women's Centre	5
Inspire	3
Calico	5
Place2be	2
School nurse	15
Total	65

	<p>importance with parents on why children should be in school</p> <ul style="list-style-type: none"> • Support parents where their child has been excluded • Offer 1-1 parenting strategies to parents using Incredible Years/Strengthening Families/ Challenging Years • Ring parents and offers support for online Secondary school places • Support families with poor IT skills - applying for secondary school places (Cost- £24,924) <ul style="list-style-type: none"> • Place2Be counselling service to parents- self referral system in place (£29,000) 				
Total budgeted cost					£68, 439
iii. 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?

<p>Increase family/parental engagement with school</p>	<ul style="list-style-type: none"> • Links with Lancs Adult Learning to deliver courses • Parent workshops • Events for parents over the course of the year (£500) 	<p>Parents are difficult to engage due to own experiences</p>	<ul style="list-style-type: none"> • Attendance at workshops is noted • Workshops will be run at a time that most parents can attend to get as many parents and families to attend 	<p>Family support Manager</p>	<p>Over the course of the year and after every event/workshop</p> <p>Evaluation More events organised for parents</p> <p>Attendance at Reception meeting- 26/30 families came. 87% attendance</p> <p>Attendance at key stage meetings- limited although better than last year.</p> <p>July Evaluation</p> <p>Successful course took place for the ladies of Springfield- The Planner- a programme run by The Women's Centre. It was a four-week course that 8 ladies attended. These ladies were our more vulnerable group, having suffered domestic abuse (from adult and another at the hands of older children), mental health, issues around confidence and self-esteem. Following on from the success of this they have now asked for a follow up course, which will take place in the Autumn term.</p>
--	---	---	--	-------------------------------	--

<p>Improve children's attendance, punctuality and readiness to learn</p>	<ul style="list-style-type: none"> • Breakfast club- 8.00- 8.45 everyday (£9061) • Learning Mentor and Family Support Manager 	<p>Some children coming into school late or on the minutes, without breakfast. This resulting in children not engaging with learning, low level disruptive behaviour incidents and children not making progress. Low income families- breakfast not always possible</p>	<ul style="list-style-type: none"> • Monitor attendance and punctuality of individuals and whole school attendance • Monitor CPOM system for incidents logged linked to learning, attendance and punctuality. • Teachers report increased levels of engagement by children 	<p>Learning Mentor Family Support Manager</p>	<p>Inclusion team meetings July Evaluation 2017 End of Autumn term- 96.5% Attendance was at 96.4% for the year 2016-17 % lates - Autumn term- 0.8 % lates- Whole year-0.9 Breakfast club numbers- 35 children Autumn term 2016 Breakfast club numbers - 40 end of academic year 2016/2017</p>
<p>Provide children with enrichment experiences to enhance their learning experiences</p>	<ul style="list-style-type: none"> • Nurture programme for children that have missed early 'nurturing' experiences (2 adults @ £18,500) (Resources- £500) • Training for Nurture staff- (£483.00) • Subsidise trips and visitors into school to put learning into context (£3500) • School Minibus to be retained to transport children to local areas of interest as part of 	<p>Children join school with limited life experiences Families from low income- unable to contribute towards trips</p>	<ul style="list-style-type: none"> • Nurture Training for 2 members of staff • Pupil questionnaires • Comments by children • Levels of engagement as relayed by teachers 	<p>Subject Leaders SLT</p>	<p>March 2017 Evaluation More opportunities than previous years Children in bespoke intervention groups have accessed enrichment learning experiences linked to learning Choir has performed a number of times and goes from strength to strength Whole school attended a school panto- also arranged for the following year</p>

	<p>links with curriculum (£9000)</p> <ul style="list-style-type: none"> • Set up School Choir and access choir master- 2 hours a week sessions (£2400) • Participate in Young Voices (£359.83) • School pantomime- (£858.00) • Job Junction Raising Aspiration programme for Year 6 children through partnership with UCLAN (£1700) • Access free Forest School sessions for Y3 children through New ground together 				<p>July 2017 Evaluation</p> <p><u>Nurture trips provided:</u> Dec 2016- Towneley garden centre Spring term- Tesco, shopping for ingredients 4/7/17- Lowry Art Gallery</p> <p><u>Trips taken by school:</u></p> <ul style="list-style-type: none"> • 13/9/16- Y5 and Y6 to see BFG at the cinema • 20/10/16- Y4 Science at Unity College • 26/10/16- Y5 to Gawthorpe Hall • 8/12/16- Y6 to BYT to see Wizard of Oz • 16/12/16- Whole school at pantomime • 16/1/17- Y2 trip to the church • 28/3/17- Y3-6 Towneley park visit • 29/3/17- Y1-2 Towneley Park Visit • 24/4/17- R trip to Bowland Boar Park • 17/5/17- R trip to Skipton Castle • 22/5/17-Y5/6- Pendle Hill Trip • 24/5/17-SEND learning group to Clitheroe Castle • 20/6/17- Y4 to Chester Zoo
--	---	--	--	--	--

					<ul style="list-style-type: none"> • 21/6/17- Y2 to Towneley Park • 7/7/17-10/7/17- Y6 Kingswood Residential • 11/07/17-R- Blackpool Zoo <p><u>Choir events:</u> 12/10/16- Harvest festival 14/12/16- Christmas Nativity 8/1/17- New Year concert 9/2/17- Young Voices Concert 8/3/17- Last Choir Singing competition 29/3/17- Easter production 21/4/17- Choir concert with Nelson Ladies Civic and Vocalise 28/6/17- The Big Show 18/07/17- End of Year Church Service</p> <p><u>Job Junction celebration day</u></p> 
--	--	--	--	--	--

					 <p><u>Forest school sessions provided</u></p> 
				Total budgeted cost	£46,861.83