Pupil Premium Strategy Statement: Springfield Community Primary School- 2019/20

1. Summary information					
School					
Academic Year	2019/20	Total PP budget	==£123,240== Amended £120,120	Date of most recent PP Review	Sept 2019 Nov 2019
Total number of pupils	205	Number of pupils eligible for PP	95 children April 19- April 20	Date for next internal review of this strategy	==March 2020==

2. Current Data- Attainment/Progress/Attendance/Contextual

Results 2018-19

EYFS

	Literacy		Maths		Prime Areas % At Least Expected	Good Level of Development
	Reading	Writing	Number	SSM		
2018-19	74.1	70.4	70.4	70.4	67%	67%
2017-18	63.3	63.3	63.3	66.7	63%	60%
2016-17	69.0	62.1	75.9	75.9	72%	62%

KS1 PHONICS

	Average score	Meeting the Standard
2018-19	30.9	67%
2017-18	30.9	76%
2016-17	31.1	75%

KEYSTAGE 1 RESULTS

	Reading			Writing			Maths			RWM		Science
	EXS+ %	GDS %		EXS+ %	GDS %		EXS+ %	GDS %		EXS+ %	GDS %	EXS %
2018-19	63.3	20		66.7	6.7		66.7	16.7		63.3		82.3
2017-18	76.7	16.7		73.3	16.7		73.3	16.7		66.7	10	83.0
2016-17	70.0	13.3		66.7	10.0		76.7	10		63.3	10	82.6

KEYSTAGE 2 RESULTS

	Reading			Writing		Maths			RWM		EGPS			Science
	EXS+ %	GDS %	Average Scaled Score	EXS+ %	GDS %	EXS+ %	GDS %	Average Scaled Score	EXS+ %	GDS %	EXS + %	GDS %	Average Scaled Score	EXS %
2018-19	42.9	0	97.6	67.9	25.0	60.7	10.7	100.5	39.3	0	50.0	14.3	100.1	67
2017-18	60	28	102.7	68.0	24.0	56.0	16.0	100.0	44.0	16	56.0	20.0	102.2	80
2016-17	50	0	97.7	72.7	27.3	54.5	9.1	96.9	31.8	0	59.1	4.5	99.6	77

KS2 Progress Measure

	Reading	Writing	Maths
2018-19	-4.41	0.38	-2.97
2017-18	-0.95	-0.69	-3.01
2016-17	0.08	6.58	-0.74

PP children V Non-PP children 2018-19 (dis-applied not included in figures)

	PP children			Non-PP children		
	Expected +	HS	Scaled Score	Expected +	HS	Scaled Score
Reading	17%	0%	95.4	63%	0%	99.1%
Writing	42%	0%		88%	38%	
Maths	42%	8%	98.2	75%	13%	102.1%
EGPS	25%	0%	96.5	69%	25%	102.5%
Combined	17%	0%		56%	0%	

Whole school data- Attainment- for children that still in school Autumn 2019

Comparison PP v Non-PP in EYFS

(please note + means above and – means below)

	Pupils eligible for PP (5)																		Pupil not eligible for PP (18)																
	LA	Un	SP	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI		LA	Un	SP	MH	HSC	SCSA	MFB	MR	Re	Wr	Nu	SSM	PC	TW	Tech	EUMM	BI
Expected + (%)	60	60	80	80	60	80	80	80	60	60	60	60	80	80	80	80	80		77.8	72.2	83.3	83.3	83.3	94.4	83.3	77.8	77.8	72.2	72.2	72.2	83.3	72.2	100	88.9	88.9
Below Expected (%)	40	40	20	20	40	20	20	20	40	40	40	40	20	20	20	20	20		22.2	27.8	16.7	16.7	16.7	5.6	16.7	22.2	22.2	27.8	27.8	27.8	16.7	27.8	0	11.1	11.1
Difference between PP/Non-PP (%)	-17.8	-12.2	-3.3	-3.3	-23.3	-14.4	-3.3	-2.2	-17.8	-12.2	-12.2	-12.2	-3.3	-12.2	-20	-8.9	-8.9		+17.8	+12.2	+3.3	+3.3	+23.3	+14.4	+3.3	+2.2	+17.8	+12.2	+12.2	+12.2	+3.3	+12.2	+20	+8.9	+8.9
Number of children to = or better Non-PP	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1																		

Y1-6- July 2019

Reading	Pupils eligible for PP							Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (12)	Y4 (18)	Y5 (10)	Y6 (12)		Y1 (18)	Y2 (16)	Y3 (20)	Y4 (14)	Y5 (19)	Y6 (18)
Expected+	40%	53%	58%	67%	40%	50%		78%	71%	78%	67%	61%	56%
Below Expected	60%	47%	42%	33%	60%	50%		22%	29%	22%	33%	39%	44%
Difference PP/Non-PP	-38%	-18	-20	0	-21	-6		+38	+18	+20	0	+21	+6
Number of children to = or better Non-PP	+4	+3	+3	0	+2	+1							

Writing	Pupils eligible for PP							Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (12)	Y4 (18)	Y5 (10)	Y6 (12)		Y1 (18)	Y2 (16)	Y3 (20)	Y4 (14)	Y5 (19)	Y6 (18)
Expected+	40	53	50	56	50	42		83	79	78	67	61	78
Below Expected	60	47	50	44	50	58		17	21	22	33	39	22
Difference PP/Non-PP	-43	-46	-28	-17	-11	-36		+43	+46	+28	+17	+11	+36
Number of children to = or better Non-PP	+5	+4	+4	+2	+1	+5							

Maths	Pupils eligible for PP							Pupil not eligible for PP					
	Y1(10)	Y2 (15)	Y3 (12)	Y4 (18)	Y5 (10)	Y6 (12)		Y1 (18)	Y2 (16)	Y3 (20)	Y4 (14)	Y5 (19)	Y6 (18)
Expected+	40	60	50	67	60	50		78	71	78	67	78	67
Below Expected	60	40	50	33	40	50		22	29	22	33	22	33
Difference PP/Non-PP	-48	-11	-28	0	-18	-17		+48	+11	+28	0	+18	+17
Number of children to = or better Non-PP	+4	+2	+4	0	+2	+2							

Attendance Data 2018-19

	Pupils across School						
	R (34)	Y1(31)	Y2 (30)	Y3 (31)	Y4 (31)	Y5 (32)	Y6 (31)
Attendance to date 2018-19	95.3	96.1	96.6	96.4	96.9	95.1	96.1
National	96%	96%	96%	96%	96%	96%	96%
Difference from National	-0.7	0.1	0.6	0.4	0.9	-0.9	0.1
Authorised absence	3.7	3.3	2.8	2.8	2.6	2.8	2.9
Difference from National (3.1)	-0.6	-0.2	0.3	0.3	0.5	0.3	0.1
Unauthorised absence	1.0	0.6	0.5	0.8	0.5	2.1	1.0
Difference from National (0.9)	-0.1	0.3	0.4	0.1	0.4	-1.2	-0.1

Note the figures for PP and Non-PP will be different in some year groups as the attendance data includes all children that were on roll from 01/09/18-31/07/19. This considers all joiners at different points over the course of the year.

Attendance figures across school for Groups

Pupil Premium

		Pupils eligible for PP							Pupil not eligible for PP						
	R (0)	Y1(11)	Y2 (14)	Y3 (13)	Y4 (19)	Y5 (14)	Y6 (15)	R (34)	Y1 (20)	Y2 (16)	Y3 (18)	Y4 (12)	Y5 (18)	Y6 (16)
Attendance 2018-19		96.2	96.8	94.1	97.2	94.8	95.0	95.3	96.0	96.4	98.1	96.4	95.4	97.0
National		96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Difference from National		0.2	0.8	-1.9	1.2	-1.2	-1	-0.7	0	0.4	2.1	0.4	-0.6	1
Authorised absence		3.6	2.6	4.6	2.5	2.9	3.5	3.7	3.0	3.0	1.4	2.7	2.6	2.3
Difference from National (3.1)		-0.5	0.5	-1.5	0.6	0.2	-0.4	-0.6	0.1	0.1	1.7	0.4	0.5	0.8
Unauthorised absence		0	0.5	1.2	0.2	2.2	1.3	1.0	0.9	0.5	0.4	0.7	1.8	0.6
Difference from National (0.9)			0.4	-0.3	0.7	-1.3	-0.4	0.1	0	0.4	0.5	0.2	-0.9	0.3
Difference in attendance between PP/Non-PP		0.2	0.4	-4.0	0.8	-0.6	-2.0		-0.2	-0.4	4.0	-0.8	0.6	2.0

	Pupils eligible for PP (girls)								Pupil not eligible for PP (girls)						
	R (0)	Y1(5)	Y2 (6)	Y3 (8)	Y4 (11)	Y5 (10)	Y6 (8)		R (17)	Y1 (14)	Y2 (9)	Y3 (8)	Y4 (9)	Y5 (6)	Y6 (6)
Attendance 2018-19		98.9	95.8	95.2	97.7	95.5	95.3		95.1	96.3	96.0	97.9	96.1	94.9	96.3
National		96%	96%	96%	96%	96%	96%		96%	96%	96%	96%	96%	96%	96%
Difference from National		2.9	-0.2	-0.8	1.7	0.5	-0.7		-0.9	0.3	0	1.9	0.1	-1.1	0.3
Authorised absence		0.9	3.3	3.7	2.0	2.4	3.3		3.8	2.2	3.3	1.4	3.7	2.2	2.7
Difference from National (3.1)		2.2	-0.2	-0.6	1.1	0.7	-0.2		-0.7	0.9	-0.2	1.7	-0.6	0.9	0.4
Unauthorised absence		0.1	0.7	1.0	0.2	2.0	1.3		1.0	1.3	0.5	0.5	0.1	2.8	0.9
Difference from National (0.9)		0.8	0.2	-0.1	0.7	-1.1	-0.4		-0.1	-0.4	0.4	0.4	0.8	-1.9	0
Difference between PP/ Non-PP girls		2.6	-0.2	-2.7	1.6	0.6	-1.0			-2.6	0.2	2.7	-1.6	-0.6	1.0

	Pupils eligible for PP (boys)								Pupil eligible for PP (girls)					
	R (0)	Y1(6)	Y2 (8)	Y3 (5)	Y4 (8)	Y5 (4)	Y6 (7)	R (0)	Y1(5)	Y2 (6)	Y3 (8)	Y4 (11)	Y5 (10)	Y6 (8)
Attendance 2018-19		94.0	97.5	92.4	96.5	93.1	94.8		98.9	95.8	95.2	97.3	95.5	95.3
National		96%	96%	96%	96%	96%	96%		96%	96%	96%	96%	96%	96%
Difference from National		-2	1.5	-3.6	0.5	-2.9	-1.2		2.9	-0.2	-0.8	1.3	-0.5	-0.7
Authorised absence		5.9	2.0	5.9	3.1	4.0	3.8		0.9	3.3	3.7	2.0	2.4	3.3
Difference from National (3.1)		-2.8	1.1	-2.8	0	-0.9	-0.7		2.2	-0.2	-0.6	1.1	0.7	-0.2
Unauthorised absence		0	0.3	1.6	0.3	2.7	1.3		0.1	0.7	1.0	0.2	2.0	1.3
Difference from National (0.9)		0	0.3	-0.7	0.6	-1.8	-0.4		0.8	0.2	-0.1	0.7	-1.1	-0.4
Difference PP boys and girls		-4.9	1.7	-2.8	-0.8	-2.4	-0.5		4.9	-1.7	2.8	0.8	2.4	0.5

EAL Children

	Pupils (EAL)							Pupils (Non EAL)						
	R (15)	Y1(9)	Y2 (5)	Y3 (10)	Y4 (8)	Y5 (14)	Y6 (9)	R (19)	Y1(22)	Y2 (25)	Y3 (21)	Y4 (23)	Y5 (18)	Y6 (22)
Attendance 2018-19	93.3	93.6	96.0	98.6	95.8	96.4	96.7	96.5	96.9	96.7	95.4	97.2	94.2	95.8
National	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Difference from National	-2.7	-2.4	0	2.6	-0.2	0.4	0.7	0.5	0.9	0.7	-0.6	1.2	-1.8	-0.2
Authorised absence	4.9	5.5	3.6	0.9	3.9	1.8	2.5	2.7	2.5	2.6	3.5	2.2	3.4	3.0
Difference from National (3.1)	-1.8	-2.4	-0.5	2.2	-0.8	1.3	0.6	0.4	0.6	0.5	-0.4	0.9	-0.3	0.1
Unauthorised absence	1.6	0.7	0.3	0.4	0.2	1.7	0.7	0.6	0.5	0.5	0.9	0.5	2.3	1.0
Difference from National (0.9)	-0.7	0.2	0.6	0.5	0.7	-0.8	0.2	0.3	0.4	0.4	0	0.4	-1.4	-0.1
Difference between EAL and Non EAL	-3.2	-3.3	-0.7	3.2	-1.4	2.2	0.9	3.2	3.3	0.7	-3.2	1.4	-2.2	-0.9

SEND Children

	Pupils (SEND)							Pupils (Non-SEND)						
	R (3)	Y1(7)	Y2 ()	Y3 ()	Y4 ()	Y5 ()	Y6 ()	R (31)	Y1(24)	Y2 ()	Y3 ()	Y4 ()	Y5 ()	Y6 ()
Attendance 2018-19	96.8	94.2	97.9	94.6	96.3	94.3	96.3	95.1	96.6	96.7	96.2	97.2	95.6	95.6
National	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Difference from National	0.8	-1.8	1.9	-1.4	0.3	-1.7	0.3	-0.9	0.6	0.7	0.2	1.2	-0.4	-0.4
Authorised absence	3.0	5.5	1.5	3.9	3.2	3.0	3.1	3.7	2.5	2.7	2.7	2.4	2.8	3.1
Difference from National (3.1)	0.1	-2.4	1.6	-0.8	-0.1	0.1	0	-0.6	0.6	0.4	0.4	0.7	0.3	0
Unauthorised absence	0.1	0.1	0.4	1.3	0.3	2.6	0.5	1.1	0.7	0.5	0.9	0.3	1.4	1.2
Difference from National (0.9)	0.8	0.8	0.5	-0.4	0.6	-1.7	0.4	-0.2	0.2	0.4	0	0.6	-0.5	-0.3
Difference between SEND and Non-SEND	1.7	-2.4	1.2	-1.6	-0.1	-1.3	0.7	-1.7	2.4	-1.2	1.6	0.1	1.3	-0.7

Boys v Girls

	Pupils (Boys)							Pupils (Girls)						
	R ()	Y1(4)	Y2 ()	Y3 ()	Y4 ()	Y5 ()	Y6 ()	R ()	Y1()	Y2 ()	Y3 ()	Y4 ()	Y5 ()	Y6 ()
Attendance 2018-19	95.6	94.6	97.3	96.2	96.7	95.0	96.4	95.1	97.1	96.0	96.6	97.0	95.3	95.7
National	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Difference from National	-0.4	-1.4	1.3	0.2	0.7	-1	0.4	-0.9	1.1	0	0.6	1.0	-0.7	-0.3
Authorised absence	3.0	1.8	2.5	3.2	1.9	3.6	3.2	3.8	1.8	3.5	3.0	3.0	3.7	3.0
Difference from National (3.1)	0.1	0.3	0.6	-0.1	1.2	-0.5	-0.1	-0.7	1.3	-0.4	0.1	0.1	-0.6	0.1
Unauthorised absence	0.8	0.8	0.3	1.0	0.9	2.0	0.9	0.8	0.8	0.7	1.0	0.1	2.1	0.9
Difference from National (0.9)	0.1	0.1	0.6	-0.1	0	-1.1	0	0.1	0.1	0.2	-0.1	0.8	-1.2	0
Difference between Boys and Girls	0.5	-2.5	1.3	-0.4	-0.3	-0.3	0.7	-0.5	2.5	-1.3	0.4	0.3	0.3	-0.7

Analysis of Data:
What does the data show?
On analysis if the data the following has been found:

- Non- PP children outperforming PP children in all aspects of learning at EYFS- important to note that the PP group at EYFS is small, so caution to be exercised.
- Strength at EYFS- Technology, Exploring and Using materials and Being Imaginative
- Greatest gap between PP and Non-PP at EYFS – Health and Self Care
- PP children in Y1 underperforming in Reading, Writing and Maths when compared to Non-PP children
- Subject with the greatest gap when considering PP and Non-PP children is Writing
- Attendance is above average in years 1,2,3,4 and 6-
- Authorised absence is above average in years 2,3,4,5 and 6
- Unauthorised absence is above average in years 1,2,3 and 4
- Pupils eligible for PP are below national average in years 3,5 and 6 whereas pupils not eligible are below in Reception and year 5
- PP boys are above national in 3 year groups
- PP boys are above national in authorised absences in 3-year groups 2,4 and 6
- PP boys are above national average in unauthorised absences in 4 year groups these being 1,2 4 and 6
- PP girls are above national average for attendance in years 1, 4 and 6
- PP girls authorised absence is above national average in years 1 4,5 and 6
- PP girls unauthorised absence in above national average in years 1,2,4 and 6
- EAL pupils in years 2,3,5 and 6 are above national average in for attendance. Non EAL are above in Reception, 1 2 and 4
- EAL pupils authorised absence is above national average in years 3,5 and 6 and non EAL pupils above in years in Reception, 1,2,4 and 6
- EAL pupils unauthorised absence is above national average in years 1,2,3,4 and 6 and non EAL pupils are above in Reception, 1, 2, 3 and 4
- SEND pupils are above national average for attendance in Reception, 2, 4 and 6 whilst non-SEND pupils are above average in Years 1, 2, 3 and 4
- SEND pupils are above national average for authorised absence in years Reception, 2, 5 and 6 whilst non-SEND pupils are above national average in Years 1,2,3,4,5 and 6
- SEND pupils are above national average for unauthorised absence in years Reception,1,2,3,4 and 6 whilst non-SEND pupils are above unauthorised absence in years 1,2,3 and 4

Next Steps:

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- Monitor the attendance of the Year 1 and Year 6 class in Sept 2019
- Monitor PP attendance for Y4 and Y6 and timely
- Monitor unauthorised attendance and ensure parents get letters at key points from Sept 2019. Close eye to be kept on Y4 and Y6 PP children
- Referrals to the PAST team will be made at the discretion of the attendance team for children that are showing a decline in trend.
- To support PP pupils with the Nurture Group for Years 1-3
- EAL children to continue support with Miss Feroz and available to speak with parents where there is a language barrier with attendance issues. School to purchase an additional IPAD with a translation APP that will help with communication
- The attendance team will continue home visits of the pupils- 2nd day of absence
- Weekly attendance to continue to be displayed on the school's website
- Referrals to the school nurse where there are medical issues linked to absences
- 100% class attendance book to be displayed in the reception area to include photographs of the class with a trophy
- Support from the Learning mentor
- Supporting families via the Family support manager and signposting to relevant organisations

Contextual Data
Vulnerability- requiring family support

(vulnerability links to any child that falls into the following categories)
- CLA
- Children subject to Child Protection Plan
- CIN
- Children who are subject to Special Guardianship Order
- Children with SEND
- Children with mental health difficulties
- Children with Physical Health Issues
- Children in absolute poverty
- Young carers
- Children in troubled families
- Children whose parents are/have history of substance misuse
- Children whose parents have limited parental capacity
- Children who have had one or more fixed term exclusions
- Children involved with the police
- Children who have experienced childhood trauma/abuse
- Children in insecure/unstable housing

	All Pupils						
	R	Y1	Y2	Y3	Y4	Y5	Y6
% of children with vulnerability	57%	47%	40%	50%	67%	57%	47%
% decrease or increase with the same cohort for the year before	N/A	-12%	-12%	-15%	-8%	-10%	-42%

	Pupils eligible for PP								Pupil not eligible for PP						
	R	Y1	Y2	Y3	Y4	Y5	Y6		R	Y1	Y2	Y3	Y4	Y5	Y6
% of children with vulnerability	73%	70%	67%	75%	93%	88%	88%		29%	35%	22%	41%	44%	33%	32%
Difference PP/Non-PP	+44%	+35%	+45%	+34%	+49%	+55%	+56%		-44%	-35%	-45%	-34%	-49%	-55%	-56%

3. DATA from 2018-19	

What are the implications for 2019-20?

- HSC, Reading and Listening and Attention for PP to be an area of focus for the coming year at EYFS
- Monitor progress of PP children for Y2 from Sept 2019- accelerate progress for children in reading, writing and maths
- Monitor closely progress of PP children in Y3 from Sept 2019- Reading and Writing. Timely interventions to be put in place.
- Whole school focus around GPS and Writing, so that it further impacts on standards in Writing
- Whole school focus on Reading, especially the way that Guided Reading is planned and delivered.
- Close monitoring of Y4 and Y6 PP children around attendance and unauthorised absences- for both girls and boys
- Close monitoring and communication with EAL parents around attendance for Y1, Y2 and Y5
- Monitor attendance of boys in Y2 and Y5
- Monitor progress of PP children and reading

In-school barriers- issues to be addressed in school

A.	On entry, historically poor speech and language skills amongst PP children. This is impacting on children's ability to make progress.
B.	Low levels of self-confidence, self-esteem, issues around making relationships and emotional barriers amongst PP children are having a detrimental effect on the children making progress across school. These areas also where EYFS PP children making the least amounts of progress
C	Limited life experiences when children join school.
D.	Improved outcomes for Reading across school and end of KS2 results for Maths
E	Increasing level of EAL children arriving in school, some with limited English which is affecting data

External barriers – issues which require outside action

F	High levels of unauthorised absences and persistent absenteeism amongst PP children
G	High benefit uptake (46.1% children FSM Ever6), Deprivation (school in the top 20% for this) poverty and low-income families. School E/E* across the board- Socio economic indicators. Limited parental academic ability puts constraints on home support as a result less importance placed on education
H	Mental health issues, alcohol abuse and DV leading to anti-social behaviour. Parents oversharing difficulties with children
I	High levels of mobility across school, making tracking cohorts difficult. This also has an adverse effect on friendship groups

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved language skills, understanding and vocab for	- % of PP children reaching expected for Language, Speaking and Understanding as part of CLL increases so that it is closer to National average and higher than 2018-19 (also when compared to baseline)

	PP children across school	• Gap closes between PP and Non-PP children for CLL and the individual aspects of learning • Wellcomm results show a % increase in the number of children at ARE at the end of the year • Progress made in CLL and each of the aspects of learning over the year is in line or better than that of Non-PP children • EGPS results improve at the end of KS2, especially for PP children. The gap closes to National average and Scaled score for PP is better than that of 2018-19
B.	PP children become more confident. They become more resilient to trying new things and form effective relationships and friendship groups	• % of PP children meeting expected standard for SSCA and Making Relationships increases from the year before • The gap between PP children meeting the standard for SSCA and Making relationships closes when compared to that of 2018-19 • Impact report from the Learning mentor and individual case studies report progress made
C.	Provide children with enrichment events to enhance their life experiences	• Increase the levels of interest amongst children • Increase levels of fascination and awe • Develop personal interests, hobbies, passions and abilities • Provide deeper understanding amongst children • To enable further opportunities to have experiences otherwise not available to them and their families
D.	Accurate assessments across school will allow teachers to identify gaps and plug these in order to accelerate progress and improve attainment especially in Reading, Maths and EGPS Guided Reading is planned and delivered well so that it impacts positively on reading standards	• Cluster moderation feedback from the SWAT and ELAT report accurate assessments in Y2 and EYFS • School advisor moderates and accepts teacher assessments at EYFS, KS1 and KS2 • % of PP children meeting the standard for Reading at EYFS, KS1 and KS2 increases given their starting points • Progress at the end of KS2 for Maths is average and above that for the year 2018-19. In addition, scaled score is above 100.0 • In year data shows accelerated progress and closing of the gap between PP children and Non-PP children in Reading and Writing • Guided Reading sessions are at least good, and evidence shows that they are impacting positively on pupil progress and attainment • EGPS results improve across school. Impact seen at the end of KS2
E.	Improved integration and support for EAL children that are new to English	• Family Support Manager and Pupil Support Manager communicate expectations with regards to attendance, behaviour and importance of schooling so that attendance figures for this cohort does not decline • EAL baseline assessments are carried out quickly and an EAL support package put in place • EAL children continue to settle quickly into school with the help from a 'buddy' system • Improvements seen in English proficiency from the starting points using the NASSEA framework • EAL teacher makes use of bilingual dictionaries and translation APPs in order to improve children's proficiency levels

F.	Attendance rates for PP children improves so that it is closer to 96%, across school and groups as a whole and persistent absenteeism reduces	• Attendance for individual classes improves from previous years, so that overall this is 96% for PP children • Individual PP children- attendance shows improvements term on term • Case studies evidence support package/strategies for PA/struggling PP children • % of persistent absenteeism decreases and is closer to the National figure and lower than the figure for 2018-19
G	Families readily access support services within and arranged by school. Parents more proactive in their children's learning and engage with school and adult learning to up skill themselves	• Families see school as first port of call when in need • Families see school as a trusted support mechanism • Higher uptake of families attending formal and informal events/sessions within and outside of school. • Positive feedback from parents • Increased levels of confidence amongst parents in supporting their children at home
H	Mental Health and Wellbeing for pupils and their families is at the forefront and swift intervention is put in place	• Pupil Support manager becomes Mental Health Champion • Mental, Health and Wellbeing ambassadors are selected within school- these children make positive impact within school. • Increased understanding amongst staff on how children with issues around mental health and wellbeing are identified and what strategies are put in place • Increased staff awareness about the widespread nature of mental health problems in children • Increased levels of engagement with parents/carers and families, through the pastoral team • School effectively evidences positive mental health through the school website • Staff/children can openly talk about how they are doing and what might be impacting on their mental well being • Positive relationships are developed as evidenced by interviews/questionnaires
I	To ensure class sizes is at full capacity with little in term mobility	• Positive marketing/rebranding of the school • Attendance at community ventures • Ensure that families are supported positively to ensure they access adequate housing with registered landlords • Springboard 2018/19 to new houses, local nurseries, businesses and to those in the Daneshouse area • School manages to fill EYFS places from immediate school area and more people select Springfield as their first choice.

5. Planned expenditure	

Academic year	2019-20

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? Success Criteria	Staff lead	When will you review implementation?
Improved language skills, understanding and vocab for PP children across school	• Use of Wellcomm as a speech and language programme in EYFS and for children. Wizard cost £75 • Whole school focus on teaching vocabulary • SPAG.com to be used as a resource for children to access at home as online learning platform £199	• Speech and language difficulties on entry • Language and Understanding an area that PP children are not making as much progress on as they leave EYFS • EGPS attainment not as high as other subjects at the end of KS2.	• Tracking information on Wellcomm • Analysing results from Spag.com in terms of results and levels of success. • Considering termly data and progress in CLL for children • Analysing data on target tracker in terms of % children at age related and how much progress is being made.	EH SS	Termly
PP children become more confident. They become more resilient to trying new things and form effective relationships and friendship groups	• Use of learning mentor for new reception children in forming relationships £28,221 • Learning mentor delivers specific bespoke programmes for children around confidence and forming effective relationships	• At the end of EYFS for areas of learning, SSCA and MR % progress of PP children below that of Non-PP children as well as attainment • Time to talk reveals that most children want to talk to learning mentor about friendship groups	• Analysis of target tracker information for EYFS children in terms of progress being made in SSCA and MR • Impact report from Learning Mentor • Case studies positive in terms of progress being made • Increased levels of confidence and resilience levels	Pupil Support Manager AP EH	Termly

		• Teachers report children are less reluctant to try things across school. Levels of confidence of PP children low	reported amongst key children		
Better integration and support for EAL children that are new to English	• TA3 with considerable EAL experience to work with EAL children (£15,283) • EAL attends relevant courses to update knowledge- £500 • Purchase an additional IPAD to be used with EAL parents and ensure translation APP is installed- £500 • Purchase EMAS.uk online bilingual EAL Resource library £118.80 • Purchase bilingual dictionaries for children- 20 priced at £250	Increase in number of EAL children joining school. Current numbers of EAL at 58. Significant increase over the last few years	• CPOMS reveals no settling in issues around children • Parent/child report that they are happy in school • EAL tracker shows progress in English proficiency using the NASSEA framework programme • Attendance tracker for EAL children • Learning environments are vocabulary rich • EAL children using of key vocabulary cards that they are provided with on a lanyard • Tracking progress of EAL children • Check frequency of use- EMAS.uk	EAL lead- EF	Termly
Accurate assessments across school will allow teachers to identify gaps and plug these in	• Annual Target tracker fee and training- £2000 • SWAT cluster annual fee- £500 • ELAT cluster annual fee- £400	**KS2 Data revealed:** Progress measure for Maths -3.0 and progress of Maths across all year groups not as strong as it could be. See first section on data	• Accurate assessments reported as a result of cluster meetings • Accurate assessments as reported by SLT and school advisor	Maths SL English SL SLT	At Pupil Progress Meetings

order to accelerate progress and improve attainment especially in Reading, Maths and EGPS Guided Reading is planned and delivered well so that it impacts positively on reading standards	• Moderation opportunities with LA across the year for EYFS, KS1 and KS2 teachers- £1000 • School undertakes Mastery readiness project training for two lead teachers, use of school as venue and cover- £1500 • Targeted pupils receive maths interventions (cost of support across school- £26,050) • Times table rock star resource- £50.00 • Teachers attend Reciprocal reading training as part of whole school focus on GR- £150.00 • Annual license for Accelerated reader with the new MyON bundle- £3594.80 [£1500.00 for MyON] • Times table bundle resource for PP/ SEND children - £2000 • Purchase Grammar Schofield and Sims books- £840	**KS1 data revealed:** Maths attainment not as strong as that of Reading. Decline when compared to the previous year.	• Teachers ably identify gaps and planning demonstrates this • % of children achieving the Expected + standard increases considering the children's starting points • Progress and scaled score at the end of KS2 is at least average, not statistically less and not less than 100.0 • Termly PP meetings to check on progress in R, W and M • Keystage updates from unit leaders to assess impact of the accelerated reader and MyON programme		
Mental Health and Wellbeing for pupils and their families is at the forefront and swift intervention is	• Pupil Support Manager attends Mental Health Champion training- £115 • Continue to promote positive mental health and wellbeing through internal forms of communication	Elevated levels of mental health issues with pupils, but particularly parents within the catchment area	• Regular standing on pastoral team agenda • Projects and themes across school • All stakeholders report they can talk about problems in a non-	AP/JE Pastoral team JC- boys club	Termly through the pastoral team

put in place	such as posters, noticeboards, staff newsletters, school website letters and leaflets to parents (£500) • Three children attend Ambassador training for Mental Health- (through BSP- NO COST TO SCHOOL) • Provide staff training around mental health and wellbeing in school (£1000) • Provide a base for positive universal work around pupils and families to promote wellbeing at school and in the home • Devise a system that readily identifies children with mental health issues so that early interventions can be put in place • Through the pastoral team, programmes are developed and delivered that help pupils cope with predictable life changes and transitions • Pastoral programmes are delivered for parents and children that focus on social and emotional development- £300 • Set up fundraising events for mental health charities • Ensure all stakeholders receive up to date information around mental	Gap in service needing to be filled after Place2Be left Access to CAMHS has become incredibly difficult Staff dealing with children with mental health backgrounds in the classroom, this could impact on their own well being Lack of understanding around identifying children with mental health issues Children have a lot of worries put on them through parents oversharing in the home • National Children's Measurement programme for 2019 showed: • 26% of our children at Reception were classed as overweight/obese. This figure was broadly in line with that of	stigmatising way • Increased understanding amongst staff on how children with issues around mental health and wellbeing are identified and what strategies are put in place • Increased staff awareness about the widespread nature of mental health problems in children • Increased levels of engagement with parents/carers and families, through the pastoral team • All staff can spot a developing problem effectively • School continues to effectively evidence positive mental health through the website and /or portfolio • Staff/children can openly talk about how they are doing and what might be impacting on their mental well being • Positive relationships are developed as evidenced by interviews/		

	health and well being • Make use of the CAMHS type outside service as a clear pathway of getting early support around mental health • Plan and deliver programmes for families that promote positive mental health and wellbeing (free through adult learning) • Provide relevant training around mental health and wellbeing for the pastoral team (£1500) • Access and arrange for outside mental health advocates to support children in school • Access counselling service for key children- Freeflow- £3325 for the year • EYFS children to be assessed on entry and across the year using The Leuven Scales for Wellbeing • Continue with Boys Club once a week (diet, lifestyle and mental health focus-To be run by Mr Coates- £300 for resources	National (22%) and that of Lancashire (23%) • 36% of our children were classed as overweight/obese. This figure was broadly in line with that of National (34%) and that of Lancashire (33%)	Questionnaires • Questionnaires from children reveal children making better choices.		
			Total budgeted cost	**£90,271.16**

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?
Families readily access support services within and arranged by school	• Full time Family Support Manager and Pupil Support Manager who work together as a team with parents on the following: • 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 • Instigate 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 • Meet with parents/carers to discuss personal issues and	High levels of vulnerability across school which has started to decline through the work of Family Support Manager Health LSIP 2016/17- this being the most up to date information shows: As a district, Burnley is significantly worse than the England average for the following: • Proportion of children in poverty has increased from 24.6 (2016) to 27.8 compared to Lancs-19.1 and England-20.1. Burnley has the highest district rate for this in Lancashire • Teenage pregnancies have increased from 34.2 (2016) to 41 (2017) compared to 25.1 Lancs and 20.8 England. Burnley has	• Monitoring of support provided and the impact this has on the individuals in school. • FSM/PSM reports to governors	Family Support Manager-JE Pupil Support Manager-AP	Ongoing monitoring as part of the pastoral team meeting

	• referrals to agencies • Collect children from home and visit children reluctant to come to school • Follow up on children with poor attendance and discuss the importance with parents on why children should be in school • 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 offer support for online Secondary school places • Support families with poor IT skills - applying for secondary school places • Liaise with Lancs Adult Learning to deliver courses over the course of the year. • Support young parents with parenting classes/courses • Support and access support for parents who have alcohol/drug dependency (Cost- £36,680 including on cost for Family Support Manager Cost-£35,039 including on cost for Pupil Support Manager)	the highest district rate in for this • Alcohol Specific stays in hospital for under 18's has increased from 21.7 (2016) to 23.4. Burnley has the highest district rate for this in Lancashire • Hospital stays for self-harm is at 294.6 compared to 235.0 for Lancs and 196.5 for England. Burnley has the second highest district rate for this in Lancashire			
			Total budgeted cost		**£71,719**

iv. 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?
Attendance rates for PP children improves so that it is closer to 96%, across school and groups as a whole and persistent absenteeism reduces	• Breakfast club- 8.00-8.45 everyday (£11,000) • Learning Mentor work around attendance Family Support Manager and Pupil Support Manager also part of this team (All staff already accounted for) • Attendance lead tracking closely on a weekly basis • Prizes for 100% attendance that increase in worth and value (£500)	A group of 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	• Attendance issues on CPOMS decline from starting points • Attendance improves for PP children when compared to figures from 2018/19 • More children meet 100% attendance target • Teachers report increased levels of engagement by children • Individual attendance will increase	Learning Mentor Family Support Manager Pupil Support Manager	Half termly followed by a more detailed report termly
To ensure class sizes is at full capacity with little in term mobility	• Springboard 2018/19 for all families and for key areas within the community (£1000) • Use of minibus to transport	• High levels of mobility which makes tracking cohorts difficult. This also affects class stability and friendship groups • Classes still not at full capacity- 30 • School attracts families from the immediate area, some of these do not have stable living	• Class numbers increase, and school moves towards 210- full (30 in each year group) • Springboard ensures becomes first choice for parents from the immediate locality	SN/MB- gov	Termly

	children that live a fair distance from school	arrangements	• Mobility decreases when compared to previous years. Families choose to stay at Springfield • EYFS parents from outside the area stick with school and do not withdraw children in subsequent years		
Provide children with enrichment experiences to enhance their learning experiences	• Nurture programme for children that have missed early 'nurturing' experiences (2 adults @ £18,500- 1 adult accounted <mark>for so total £9250)</mark> • School Choir and access choir master- 1 hour a week <mark>(£1200)</mark> • Participate in Sing Together <mark>(£359.83)</mark> • Subsidise Kingswood trip- <mark>£2000.00</mark>	Children join school with limited life experiences Families from low income- unable to contribute towards trips	• Ongoing nurture Training for 2 members of staff • Pupil questionnaires • Comments by children • Levels of engagement as relayed by teachers • Use of experiences applied by children in class to spark imagination • Increase levels of fascination and awe • Develop personal interests, hobbies, passions and abilities	Subject Leaders SLT	Ongoing mapping by teachers.

Total budgeted cost	**£25, 309.83**
Total cost for all actions	**£187,299.99**
Extra Monies from School budget	**£67,179.99**