


Pupil Premium Strategy Statement: Springfield Community Primary School- 2020/21

1. Summary information					
School					
Academic Year	2020/21	Total PP budget	£133,310	Date of most recent PP Review	March 2020
Total number of pupils	212	Number of pupils eligible for PP	96 children April 20 - April 21	Date for next internal review of this strategy	November 2020

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

Results- March 2019-20

EYFS- March 2019-20

	Literacy		Maths		Prime Areas % At Least Expected	Good Level of Development
	Reading	Writing	Number	SSM		
2019-20	40.7	55.6	69.2	40.7	39%	23%
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%

Comparison PP v Non-PP

	Pupils eligible for PP (13)													Pupils not eligible for PP (16)																						
	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 + (%)	46%	36%	36%	55%	55%	55%	46%	55%	46%	64%	80%	55%	36%	55%	46%	55%	55%	31%	31%	31%	44%	38%	44%	44%	50%	38%	50%	63%	31%	38%	31%	44%	38%	38%		
Below Expected (%)	54%	64%	64%	45%	45%	45%	54%	45%	54%	36%	20%	45%	64%	45%	54%	45%	45%	69%	69%	69%	56%	62%	56%	56%	50%	62%	50%	37%	69%	62%	69%	56%	62%	62%		
Difference between PP/Non-PP (%)	+14%	+5	+5	+11	+17	+11	+2	+5	+8	+14	+17	+24	-2	+24	+2	+17	+17	-14	-5	-5	-11	-17	-11	-2	-5	-8	-14	-18	-24	+2	-24	-2	-17	-17		
Number of children to = or better Non-PP													1																							

Y1-6 March 2020

Reading	All pupils (including SEN)					
	Y1 (29)	Y2 (29)	Y3 (34)	Y4 (30)	Y5 (29)	Y6 (30)
Expected+	62%	48%	44%	57%	66%	47%
Below Expected	38%	52%	56%	43%	34%	53%

Writing	All pupils (including SEN)					
	Y1 (29)	Y2 (29)	Y3 (34)	Y4 (30)	Y5 (29)	Y6 (30)
Expected+	55%	59%	47%	57%	68%	57%
Below Expected	45%	41%	53%	43%	32%	43%

Maths	All pupils (including SEN)					
	Y1 (29)	Y2 (29)	Y3 (34)	Y4 (30)	Y5 (29)	Y6 (30)
Expected+	62%	59%	56%	54%	72%	73%
Below Expected	38%	41%	44%	46%	28%	27%

Comparison PP v Non-PP

Reading	Pupils eligible for PP						Pupils not eligible for PP					
	Y1 (8)	Y2 (12)	Y3 (17)	Y4 (16)	Y5 (19)	Y6 (16)	Y1 (21)	Y2 (17)	Y3 (17)	Y4 (14)	Y5 (10)	Y6 (14)
Expected+	50%	42%	47%	44%	68%	38%	67%	53%	41%	71%	60%	57%
Below Expected	50%	58%	53%	56%	32%	62%	33%	47%	59%	29%	40%	43%
Difference PP/ Non-PP	-17%	-11	+6	-27	+8	-19	+17%	+11	-6	+27	-8	+19
Number of children to = or better Non-PP	2	2		5		4						

Writing	Pupils eligible for PP						Pupils not eligible for PP					
	Y1 (8)	Y2 (12)	Y3 (17)	Y4 (16)	Y5 (19)	Y6 (16)	Y1 (21)	Y2 (17)	Y3 (17)	Y4 (14)	Y5 (10)	Y6 (14)
Expected+	50%	50%	53%	38%	68%	50%	57%	65%	41%	79%	60%	64%
Below Expected	50%	50%	47%	62%	32%	50%	43%	35%	59%	21%	40%	36%
Difference PP/ Non-PP	-7	-15	+12	-41	+8	-14	+7	+15	-12	+41	-8	+14
Number of children to = or better Non-PP	1	2		7		3						

Maths	Pupils eligible for PP						Pupils not eligible for PP					
	Y1 (8)	Y2 (12)	Y3 (17)	Y4 (16)	Y5 (19)	Y6 (16)	Y1 (21)	Y2 (17)	Y3 (17)	Y4 (14)	Y5 (10)	Y6 (14)
Expected+	50%	50%	59%	31%	74%	69%	67%	65%	53%	79%	70%	79%
Below Expected	50%	50%	41%	69%	26%	31%	30%	35%	47%	21%	30%	21%
Difference PP/ Non-PP	-17	-15	+6	-48	+4	-6	+17	+15	-6	+48	-4	+6
Number of children to = or better Non-PP	2	2		8		1						

Comparison PP Boys / PP Girls

Reading	Pupil Premium Boys						Pupil Premium Girls					
	Y1 (1)	Y2 (7)	Y3 (11)	Y4 (9)	Y5 (8)	Y6 (5)	Y1 (7)	Y2 (5)	Y3 (6)	Y4 (7)	Y5 (11)	Y6 (14)
Expected+	100%	57%	45%	33%	33%	20%	43%	20%	50%	57%	82%	45%
Below Expected	0%	43%	55%	67%	67%	80%	57%	80%	50%	43%	18%	55%
Difference Boys / Girls	+57%	+37%	-5%	-24%	-49%	-25%	-57%	-37%	+5%	+24%	+49%	+25%
Number of children to = or better			1	3	4	2	4	2				

Writing	Pupil Premium Boys						Pupil Premium Girls					
	Y1 (1)	Y2 (7)	Y3 (11)	Y4 (9)	Y5 (8)	Y6 (5)	Y1 (7)	Y2 (5)	Y3 (6)	Y4 (7)	Y5 (11)	Y6 (14)
Expected+	100%	71%	45%	22%	63%	40%	43%	20%	67%	57%	73%	55%
Below Expected	0%	29%	55%	78%	37%	60%	57%	80%	33%	43%	27%	45%
Difference Boys / Girls	+57%	+51%	-22%	-35%	-10%	-15%	-57%	-51%	+22%	+35%	+10%	+15%
Number of children to = or better			3	4	1	1	4	3				

Maths	Pupil Premium Boys						Pupil Premium Girls					
	Y1 (1)	Y2 (7)	Y3 (11)	Y4 (9)	Y5 (8)	Y6 (5)	Y1 (7)	Y2 (5)	Y3 (6)	Y4 (7)	Y5 (11)	Y6 (14)
Expected+	100%	71%	55%	11%	63%	80%	43%	20%	67%	57%	82%	64%
Below Expected	0%	29%	45%	89%	37%	20%	57%	80%	33%	43%	18%	36%
Difference Boys / Girls	+57%	+51%	-12%	-46%	-19%	+16%	-57%	-51%	+12%	+46%	+19%	-16%
Number of children to = or better			2	5	2		4	3				3

Attendance Data 2019-20

	Pupils across school						
	EYFS (31)	Y1 (33)	Y2 (33)	Y3 (33)	Y4 (34)	Y5 (33)	Y6 (30)
Attendance 2019 - March 2020	93.8%	93.7%	96.1%	95.6%	95.5%	96.9%	94.4%
Difference from National (96%)	-2.2	-2.3	+0.1	-0.4	-0.5	+1.9	-1.6
Authorised absence	5.4	5.5	3.0	4.1	3.7	2.6	3.6
Difference from National (2.9)	-2.5	-2.6	-0.1	-1.2	-0.8	+0.3	-0.7
Unauthorised absence	0.7	0.8	0.8	0.3	0.8	0.5	2.0
Difference from National (1.1)	+0.4	+0.3	+0.3	+0.8	+0.3	+0.6	-0.9

Attendance figures across school for Groups

Pupil Premium

	Pupils eligible for PP							Pupils not eligible for PP						
	EYFS (0)	Y1 (5)	Y2 (10)	Y3 (15)	Y4 (14)	Y5 (20)	Y6 (15)	EYFS (31)	Y1 (28)	Y2 (23)	Y3 (18)	Y4 (20)	Y5 (13)	Y6 (15)
Attendance 2019 - March 2020		97.6%	97.5%	95.6%	93.3%	96.7%	93.3%	93.8%	92.9%	95.4%	95.7%	97.2%	97.4%	95.6%
Difference from National (96%)		+1.6%	+1.5	-0.4	-2.7	+0.7	-2.7	-2.2	-3.1	-0.6	-0.3	+1.2	+1.4	-0.4
Authorised absence		1.8	2.1	3.9	5.5	3.0	3.8	5.4	6.3	3.5	4.3	2.3	1.9	3.4
Difference from National (2.9)		+1.8	+0.8	-1.0	-2.6	-0.1	-0.9	-2.5	-3.4	-0.6	-1.4	+0.6	+1.0	-0.5
Unauthorised absence		0.6	0.4	0.5	1.3	0.3	2.9	0.2	0.8	1.1	0.1	0.5	0.7	1.0
Difference from National (1.1)		+0.5	+0.7	+0.6	-0.2	+0.8	-1.8	+0.9	+0.3	0	+1.0	+0.6	+0.4	+0.1
Difference in attendance between PP/Non-PP		+3.8	+4.6	+0.2	-2.4	-0.5	-2.3		-3.8	-4.6	-0.2	+2.4	+0.5	+2.3

Pupil Premium Girls

	Girls eligible for PP							Girls not eligible for PP						
	EYFS (0)	Y1 (4)	Y2 (5)	Y3 (6)	Y4 (8)	Y5 (12)	Y6 (10)	EYFS (17)	Y1 (14)	Y2 (13)	Y3 (10)	Y4 (9)	Y5 (8)	Y6 (4)
Attendance 2019 - March 2020		97.0%	98.3%	94.3%	95.1%	97.1%	96.3%	94.4%	92.8%	97.4%	95.2%	97.0%	98.4%	95.1%
Difference from National (96%)		+1.0	+2.3	-1.7	-0.9	+1.1	+0.3	-1.6	-3.2	+1.4	-0.8	+1.0	+2.4	-0.9
Authorised absence		2.3	1.2	5.6	4.8	2.8	2.1	4.4	5.9	2.3	4.7	2.3	1.0	2.8
Difference from National (2.9)		+0.6	+1.7	-2.7	-1.9	+0.1	+0.8	-1.5	-3.0	+0.6	-1.8	+0.6	+1.9	+0.1
Unauthorised absence		0.7	0.6	0.1	0.1	0.2	1.7	1.2	1.3	0.4	0.1	0.7	0.6	2.2
Difference from National (1.1)		+0.4	+0.5	+1.0	+1.0	+0.9	-0.6	-0.1	-0.2	+0.7	+1.0	+0.4	+0.5	-1.1
Difference in attendance between PP/Non-PP		+4.2	+0.9	-0.9	-1.9	-1.3	+1.2		-4.2	-0.9	+0.9	+1.9	+1.3	-1.2

Pupil Premium Boys

	Boys eligible for PP							Boys not eligible for PP						
	EYFS (0)	Y1 (1)	Y2 (5)	Y3 (9)	Y4 (6)	Y5 (8)	Y6 (5)	EYFS (14)	Y1 (14)	Y2 (10)	Y3 (8)	Y4 (11)	Y5 (5)	Y6 (11)
Attendance 2019 - March 2020		100%	96.8%	96.5%	90.1%	96%	87.3%	93.0%	92.9%	92.0%	96.4%	97.4%	95.4%	95.8%
Difference from National (96%)		+4.0	+0.8	+0.5	-5.9	0	-8.7	-3.0	-3.1	-4.0	+0.4	+1.4	-0.6	-0.2
Authorised absence		0	3.0	2.8	6.3	3.4	7.3	7.0	6.6	5.8	3.6	2.3	3.8	3.6
Difference from National (2.9)		+2.9	-0.1	+0.1	-3.4	-0.5	-4.4	-4.1	-3.7	-2.9	-0.7	+0.6	-0.9	-0.7
Unauthorised absence		0	0.3	0.8	2.8	0.6	5.4	0	0	2.3	0	0.4	0.8	0.6
Difference from National (1.1)		+1.1	+0.8	+0.3	-1.7	+0.5	-4.3	+1.1	+1.1	-1.2	+1.1	+0.7	+0.3	+0.5
Difference in attendance between PP/Non-PP		+7.1	+4.8	+0.1	-7.3	+0.6	-8.5		-7.1	-4.8	-0.1	+7.3	-0.6	+8.5

FSM Children

	Pupils eligible for FSM							Pupils not eligible for FSM						
	EYFS (13)	Y1 (8)	Y2 (12)	Y3 (15)	Y4 (13)	Y5 (18)	Y6 (10)	EYFS (18)	Y1 (25)	Y2 (21)	Y3 (18)	Y4 (21)	Y5 (15)	Y6 (20)
Attendance 2019 - March 2020	93.3%	94.7%	97.1%	95.6%	93.9%	96.1%	90.6%	94.2%	93.4%	95.6%	95.7%	96.4%	98.0%	96.2%
Difference from National (96%)	-2.7%	-1.3	+1.1	-0.4	-2.1	+0.1	-5.4	-1.8	-2.6	-0.4	-0.3	+0.4	+2.0	+0.2
Authorised absence	5.3	4.2	2.2	3.9	5.0	3.5	4.9	5.5	5.9	3.5	4.2	2.9	1.5	3.0
Difference from National (2.9)	-2.4	-1.3	+0.7	-1.0	-2.1	-0.6	-2.0	-2.5	-3.0	-0.6	-1.3	0	+1.4	-0.1
Unauthorised absence	1.4	1.2	0.7	0.5	1.1	0.4	4.5	0.4	0.7	0.9	0.1	0.7	0.6	0.8
Difference from National (1.1)	-0.3	-0.1	+0.4	+0.6	0	+0.7	-3.4	+0.7	+0.4	+0.2	+1.0	+0.4	+0.5	+0.3
Difference in attendance between FSM/Non-FSM	-0.9%	+1.3	+1.5	-0.1	-2.5	-1.9	-5.6	+0.9	-1.3	-1.5	+0.1	+2.5	+1.9	+5.6

EAL Children

	Pupils (EAL)							Pupils (Non-EAL)						
	EYFS (8)	Y1 (15)	Y2 (10)	Y3 (8)	Y4 (12)	Y5 (9)	Y6 (13)	EYFS (23)	Y1 (18)	Y2 (23)	Y3 (25)	Y4 (22)	Y5 (24)	Y6 (17)
Attendance 2019 - March 2020	93.9%	91.5%	92.7%	96.6%	96.6%	92.2%	95.7%	93.8%	95.3%	97.3%	95.4%	94.9%	96.5%	93.5%
Difference from National (96%)	-2.1	-4.5	-3.3	+0.6	+0.6	-3.8	-0.3	-2.2	-0.7	+1.3	-0.6	-1.1	+0.5	-2.5
Authorised absence	5.7	7.9	5.9	3.4	2.8	1.2	3.1	5.3	3.8	2.0	4.3	4.1	3.1	3.9
Difference from National (2.9)	-2.8	-5.0	-3.0	-0.5	+0.1	+1.7	-0.2	-2.4	-0.9	+0.9	-1.4	-1.2	-0.2	-1.0
Unauthorised absence	0.4	0.6	1.4	4.3	0.6	0.6	1.2	0.9	1.0	0.7	0.3	1.0	0.4	2.6
Difference from National (1.1)	+0.7	+0.5	-0.3	-3.2	+0.5	+0.5	-0.1	+0.2	+0.1	+0.4	+0.8	+0.1	+0.7	-1.5
Difference in attendance between EAL/Non-EAL	+0.1	-3.8	-4.6	+1.2	+1.7	-4.3	+2.2	-0.1	+3.8	+4.6	-1.2	-1.7	+4.3	-2.2

Analysis of Data:

What does the data show?

On analysis of the data the following has been found:

- PP children outperforming non-PP children in all aspects of learning at EYFS, other than People and Communities.
- Strength at EYFS - Number and Writing
- PP children in Y4 underperforming most significantly in Reading, Writing and Maths when compared to non-PP children, with Maths being the most significant difference
- Subject with the greatest gap across school when considering PP and non-PP children is Reading
- KS1 pupil premium boys outperforming pupil premium girls in all subjects
- KS2 pupil premium boys underperforming pupil premium girls in all subjects, with the exception of Y6 Maths.
- Attendance in EYFS is below national average
- Attendance for pupil premium children is above national average in years 1, 2 and 5 whereas pupils not eligible are above national average in years 4 and 5
- Authorised absence for pupil premium pupils is below national average in years 1 and 2 whereas pupils not eligible are below in years 4 and 5
- Unauthorised absence for pupil premium pupils is below national average in years 1, 2, 3 and 5 whereas pupils not eligible are below in all year groups
- PP girls' attendance is above national average in 4 year groups: 1, 2, 5 and 6
- PP girls are below national in authorised absences in the same 4 year groups
- PP girls are below national in unauthorised absences in 5 year groups: 1, 2, 3, 4 and 5
- PP boys' attendance is above national average in 3 year groups: 1, 2 and 3
- PP boys' attendance in Y6 is significantly below average
- PP boys are below national in authorised absences in the years 1 and 3
- PP boys are below national in unauthorised absences in 5 year groups: 1, 2, 3 and 5
- FSM pupils in years 2 and 5 are above national average for attendance whereas pupils not eligible are above in years 4, 5 and 6
- FSM pupils' authorised absence is below national in year 2 whereas pupils not eligible are below in year 5
- FSM pupils' unauthorised absence is below national in years 2, 3, 4 and 5 whereas pupils not eligible are below in all year groups
- EAL pupils in years 3 and 4 are above national average for attendance whereas non-EAL pupils are above in years 2 and 5
- EAL pupils' authorised absence is below national in years 4 and 5 whereas non-EAL pupils are below in year 2
- EAL pupils' unauthorised absence is below national in years R, 1, 4 and 5 whereas non-EAL pupils are below in years 1, 2 and 5

Next Steps:

- Monitor interventions for pupil premium children in year 5 class in new academic year with a particular focus on Maths
- Monitor accelerated reader tests across school for pupil premium children
- Monitor reading interventions for pupil premium children across school
- Ensure TA support in classes for KS1 pupil premium girls in all subjects
- Ensure TA support in classes for KS2 pupil premium boys in all subjects
- Attendance team to monitor pupil premium attendance in next year's 1, 4 and 5 classes and ensure timely communication with families
- Referrals to the school nurse where there are medical issues linked to absences
- Closely monitor unauthorised absences in years 1 and 5 and ensure parents get letters at key points in the year
- The attendance team will continue home visits of absent PP pupils
- Weekly attendance continued to be displayed on the school website
- Incentives introduced in classes for weekly attendance winners
- Attendance treat termly to be continued.

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	26%	48%	34%	40%	50%	38%	44%
% decrease or increase with the same cohort for the year before	n/a	-9%	-13%	0	0	-29%	-13%

	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	40	34	28	36	47	45	31	60	66	69	63	47	38	62
Difference PP/Non-PP	-20%	-31%	-41%	-27%	0	+7%	-31%	+20%	+31	+41%	+27%	0	-7%	+31%

3. DATA from 2019-20

What are the implications for 2020-21?

- People and Communities to be an area of focus for the coming year at EYFS
- Monitor progress of PP children in Y5 from Sept 2020 - accelerate progress in Maths in particular
- Monitor progress of PP boys in Y6 Reading from Sept 2020 - Timely interventions to be put in place
- Monitor progress of PP girls in Y2 and Y3 Reading from Sept 2020 - Timely interventions to be put in place
- Whole school focus on Reading interventions for PP children
- Monitor TA support and interventions for PP girls in KS1 classes, across Reading, Writing and Maths
- Monitor TA support and interventions for PP boys in KS2 classes, across Reading, Writing and Maths
- Monitor attendance for PP children in years 1, 2 and 5 and ensure timely communication

In-school barriers- issues to be addressed in school

A.	Low attendance due to COVID-19 and isolations
B.	Chunks of missed learning, lack of socialisation and experiences after 'lockdown' from March 2020-Sept 2020
C	Low levels of self-confidence, self-esteem, issues around making relationships and emotional barriers amongst PP children historically. This has been further increased due to COVID-19.
D.	School organised in 'Bubbles' to increase safety but limits the ability to conduct interventions across school
E	Increasing level of EAL children arriving in school, many with limited English which is affecting data

External barriers - issues which require outside action

F	Lack of access to technology at home for remote learning
G	High benefit uptake, deprivation, poverty and low-income families. School E/E* across the board for 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. This has been exasperated by COVID-19.
I	High levels of mobility across school, making tracking cohorts difficult. This also has an adverse effect on friendship groups.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Attendance rates for PP children improves so that it is closer to 96% across school. Limit bubble isolations across school	<ul style="list-style-type: none"> • Follow DFE Guidance • Create, follow and review COVID risk assessments • Individual PP children - attendance shows improvements term on term
B.	PP children catch up on missed learning and ‘close the gap’ to their peers. Provide children with enrichment activities. Enhance Reading within the curriculum to provide pupils with the skills needed to take control of their own learning if another lockdown occurred.	<ul style="list-style-type: none"> • Timely and accurate assessments across school - moderated by SLT and school advisor • Gaps identified and plugged • PP children showing accelerated progress in Reading, Writing and Maths term on term. • KS1 PP girls show accelerated progress in all subjects, term on term • KS2 PP boys show accelerated progress in all subjects, term on term • In year data shows accelerated progress and closing of the gap between PP and non-PP children in Reading, Writing and Maths • Regular monitoring of PP progress in Reading, Writing and Maths across school • Enable opportunities for PP children to have experiences otherwise not available to them and their families • Develop personal interests, hobbies, passions and abilities amongst PP children • Teach with a focus on reading access, practice, and enhancing reading ability • Nurture pupils’ motivation to read with purpose and for pleasure • Star reader tests show ZPD of pupil premium pupils increasing every term
C.	PP children become more confident. They become more resilient to trying new things and changes happening in their world. They form effective relationships and friendships	<ul style="list-style-type: none"> • Impact report and case studies from learning mentor show progress being made. • Impact report and case studies from pupil support manager show progress being made • Impact report and case studies from family support manager show progress being made • Box-all profiles show progress made • PIVATs scores for PP pupils show progress made in areas of PSED • % of children meeting expected standard for SSCA and Making Relationships in EYFS increases from the year before
D.	Pupil premium interventions continue to take place having an impact on pupil progress.	<ul style="list-style-type: none"> • Intervention logs for each year group show PP children having regularly access to their class teaching assistant • Intervention logs for Y5 pupils show PP children accessing TA support • In year data shows pupil premium children making accelerated progress in Reading, Writing and Maths • Timely interventions planned and delivered • Pastoral manager linked to each bubble providing pastoral intervention for targeted pupils
E.	Improved integration and support for EAL children that are new to English	<ul style="list-style-type: none"> • Family support manager and pupil support manager communicate expectations with regards to attendance, behaviour and importance of schooling so that attendance for this group of pupils is closer to 96% • 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

		<ul style="list-style-type: none"> • Class teacher makes use of bilingual dictionaries and translation apps in order to improve children's proficiency levels.
F.	Pupils who are isolating will have access to teaching in their home, which will have an impact and enable them to make progress whilst away from school	<ul style="list-style-type: none"> • Timely assessments to determine which pupil premium pupils do or do not have access to technology at home • Regular communications with parents and carers show pupils are engaging with learning. • Teachers plan and provide enough good quality learning for pupils who are isolating. • Pupil and Family Support Managers to drop off learning for pupils who do not have access to technology • Ensure pupils and parents who do have access at home understand how to access learning
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	<ul style="list-style-type: none"> • Families see school as first port of call when in need • Families see school as a trusted support mechanism • Positive feedback from parents/carers • Increased level of confidence amongst parents/carers in supporting their children at home
H	Mental health and well-being for pupils and their families is at the forefront and swift intervention is put in place	<ul style="list-style-type: none"> • Mental health Champion/Pupil support manager takes lead on introducing initiatives which have a positive influence on mental health of all in the school community • Mental, health and well-being ambassadors make a 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 level of engagement with parents/carers and families, through the pastoral team • School effectively evidences positive mental health through the school website • Staff and 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 and questionnaires
I	To ensure class sizes is at full capacity with little room in terms of mobility	<ul style="list-style-type: none"> • Positive marketing/rebranding of the school • Use of Twitter and Facebook to share learning and experiences • Local newspapers show exciting learning opportunities at Springfield • Ensure families are supported positively to ensure they access adequate housing with registered landlords • School manages to fill EYFS places from immediate school area and more people select Springfield as their first choice

5. Planned expenditure

Academic year 2020-21

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?
<p>Attendance rates for PP children improves so that it is closer to 96% across school.</p> <p>Limit bubble isolations across school</p>	<ul style="list-style-type: none"> Breakfast Club bubbles everyday - KS1/KS2 Pastoral team work around attendance - contact made on the first day of absence Attendance lead tracking closely on a weekly basis Prizes for 100% attendance that increase in worth and value All staff to wear PPE Limit mixing of bubbles 	<p>Children arriving at school late, often without having breakfast. This resulting in children not engaging with learning, missed morning lessons and children not making progress.</p> <p>Low income families - breakfast not always possible.</p> <p>Individuals and bubbles needing to isolate if been in contact with a member of staff who subsequently tests positive for COVID-19</p>	<ul style="list-style-type: none"> Attendance issues on CPOMS decline from starting points Attendance improves for PP children compared to 2019/20 Teachers report increased levels of engagement Number of bubbles needing to isolate in line with national average 	<p>Learning mentor</p> <p>Family Support Manager</p> <p>Pupil Support Manager</p> <p>SN</p>	<p>Half termly followed by a more detailed report termly</p>
<p>PP children catch up on missed learning and 'close the</p>	<ul style="list-style-type: none"> Use of Wellcomm as a speech and language programme in EYFS/Year 1 	<p>Speech and language difficulties on entry due to limited time in</p>	<ul style="list-style-type: none"> Tracking information on Wellcomm Tracking results from NELI programme 	<p>EH - EYFS</p>	<p>Termly / Ongoing</p>

<p>gap' to their peers. Provide children with enrichment activities. Enhance Reading within the curriculum to provide pupils with the skills needed to take control of their own learning if another lockdown occurred.</p>	<ul style="list-style-type: none"> • EYFS taking part in NELI (Nuffield Early Language Intervention) • Whole school focus on Reading • SPAG.com to be used as a resource for children to access at home as online learning platform • Bedrock Learning to be used in KS2 to introduce key vocabulary to pupils • Accelerated Reader for whole school to track reading and also MyOn to encourage reading for pleasure • Curriculum enrichments throughout the year, e.g. reindeer visit • School choir and access to choir master 	<p>nursery through lockdown See Reading data in first section of strategy If pupils are forced to isolate, a lack of reading ability will hinder those already below expectations Children join school with limited life experiences which has been exacerbated by the pandemic.</p>	<ul style="list-style-type: none"> • Analysis of target tracker Reading information • Analysis of SPAG.com scores • % of children making accelerated progress increases from 2019/20 • Termly PP meetings to check on progress in Reading, Writing and Maths • Key Stage updates from unit leaders to assess impact of Accelerated Reader, MyOn, Bedrock learning • Pupil Questionnaires • Increase levels of fascination and awe • Develop personal hobbies, interests, passions and abilities 	<p>English Leads - KB & ST</p> <p>Subject Leaders</p> <p>SLT</p>	
<p>PP children become more confident. They become more resilient to trying new things and changes happening in their world. They form effective</p>	<ul style="list-style-type: none"> • Use of learning mentor delivering bespoke programmes including bereavement, self-esteem, confidence and forming effective friendships • Use of pastoral team to deliver pastoral interventions in their bubbles. 	<p>COVID-19 pandemic has created anxiety within pupils Box-all profiles carried out for pupils show low scores Teacher's report children are less likely to try things across school Teacher's CPOMS show pupils struggling with</p>	<ul style="list-style-type: none"> • Impact reports from Pastoral team / Learning mentor • Case studies show positive progress being made • Increased levels of confidence and resilience levels reported amongst key children 	<p>Family Support Manager</p> <p>Pupil Support Manager</p> <p>Learning Mentor</p>	<p>Termly</p>

relationships and friendships		confidence, resilience and current changes	<ul style="list-style-type: none"> Analysis of box-all profiles 		
Pupil premium interventions continue to take place having an impact on pupil progress.	<ul style="list-style-type: none"> Teaching assistants delivering 1:1 or small group interventions within the classroom Learning mentor delivering intervention programmes for targeted pupils Pupil support manager delivering intervention programmes for targeted pupils Family Support manager delivering intervention programmes for targeted pupils Nurture programme for children that have missed early 'nurturing' experiences 	<p>Current pandemic making is increasingly difficult to carry out interventions as pupils and staff cannot mix bubbles.</p> <p>PP pupils who are already behind age related expectations at risk of falling further behind due to lack of interventions</p> <p>Families suffering from effects of COVID-19 and therefore not providing children with the emotional stability needed</p>	<ul style="list-style-type: none"> Monitoring intervention logs Pupils involved making accelerated progress term on term Impact reports Analysis of box-all profiles 	<p>Class Teachers</p> <p>Learning Mentor</p> <p>Pupil Support Manager</p> <p>Family Support Manager</p>	<p>Ongoing by teachers</p> <p>Half-Termly pastoral meetings</p>
Improved integration and support for EAL children that are new to English	<ul style="list-style-type: none"> EAL specialist teacher to work with targeted EAL children EMAS.uk online bilingual resource library Purchase a range of bilingual dictionaries for EAL children 	<p>Increase number of EAL children joining the school with a range of languages</p> <p>Significant increase over the last few years.</p>	<ul style="list-style-type: none"> CPOMS reveals no settling in issues around children Parent and child report that they are happy in school EAL tracker shows progress in English proficiency using the NASSEA framework Attendance tracker for EAL children Learning environments are vocabulary rich 	Key Stage Leads	Termly

			<ul style="list-style-type: none"> EAL children using key vocabulary cards that they are provided with on a lanyard Tracking progress of EAL children Check frequency of use - EMAS.uk 		
Total budgeted cost					£55,000 (ROUNDED)
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?
Pupils who are isolating will have access to teaching in their home, which will have an impact and enable them to make progress whilst away from school	<ul style="list-style-type: none"> Determine a list of pupils who have access to technology at home Purchase of Google Classroom to use as an online remote teaching tool Purchase work books to create packs for pupils who do not have access to technology at home Class teachers 'check in' on pupils who are isolating Pastoral team deliver work packs to their home address 	<p>Pupils who are being forced to isolate are not motivated to access learning and parents are not motivated to ensure they do.</p> <p>Many PP children do not have access to technology to access online learning</p>	<ul style="list-style-type: none"> Isolating pupils will complete work on google classroom or in work books and return to school after isolation Target tracker analysis will show pupils who have had to isolate still making termly progress. Google classroom analysis shows pupils who can accessing learning at home 	<p>Class Teachers</p> <p>Pastoral Team</p>	Half termly
Total budgeted cost					£5,000 (ROUNDED)
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?

<p>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</p>	<p>Full time Family Support Manager who:</p> <ul style="list-style-type: none"> • 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/child in need • Instigate CAF's • Chair TAF meetings • Attend child protection meetings, core group meetings, CIN meetings • Liaise with external agencies where signposting families is an option, e.g. Fire Service, Young Carers, Early Action Police Team, Early Break, Safenet, etc. • Liaise with housing associations such as Calico regarding rent arrears and anti-social behaviour • Assist parents whose children need medical appointments with ELCAS • Meet with parents/carers to discuss 	<p>High levels of vulnerability across school which has been worsened by the effects of the COVID-19 pandemic</p> <p>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 • Teenage pregnancies • Alcohol specific stays in hospital • Hospital stays for self-harm 	<p>Monitoring of support provided and the impact this has on the individuals in school and their families.</p> <p>FSM reports to governors</p>	<p>Family Support Manager</p> <p>Learning Mentor</p>	<p>Ongoing monitoring as part of the pastoral team meetings</p>
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	<p>personal issues and referrals to agencies</p> <ul style="list-style-type: none"> • 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 • Liaise with Lancs Adult Learning to deliver courses • Support and access support for parents who have drug/alcohol dependency • Collect children from home and visit children reluctant to come to school • Provide a base for positive universal work around pupils and families to promote wellbeing at school and in the home • Pastoral programmes are delivered for parents and children that focus 				
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	<p>on social and emotional development</p> <ul style="list-style-type: none"> • Make use of the CAHMS type outside service as a clear pathway of getting early support around mental health <p>Learning mentor to ring parents and offer support for online Secondary school places. Also to support families with poor IT skills when applying for secondary school places</p>				
<p>Mental health and well-being for pupils and their families is at the forefront and swift intervention is put in place</p>	<p>Full Time Pupil Support Manager who:</p> <ul style="list-style-type: none"> • Promotes positive mental health and wellbeing through internal forms of communication, such as posters, noticeboards, staff newsletters, school website letters and leaflets to parents • Mental Health First Aid training for all staff • Download an app - fit2teach that readily identifies staff members with mental health issues so that early interventions can be put into place • Devise a system that readily identifies pupils with mental health issues so that early interventions can be put into place 	<p>Elevated levels of mental health issues with pupils and families, heightened by the current pandemic</p> <p>Access to a range of services difficult due to COVID pandemic</p> <p>Staff well-being low due to COVID-19 pandemic and also dealing with children with mental health difficulties</p> <p>Lack of understanding around identifying children with mental health issues</p> <p>Children have a lot of worries put on them</p>	<ul style="list-style-type: none"> • Projects and themes across school • All stakeholders report they can talk openly about their own mental health and what might be impacting on it negatively • Increased understanding amongst staff on how children with mental health issues are identified and what strategies are put into place • School effectively evidences positive mental health through the website and social media • Questionnaires from children reveal they 	<p>Pupil Support Manager</p> <p>Family Support Manager</p>	<p>Half termly pastoral meetings</p>

	<ul style="list-style-type: none"> • Through the pastoral team, programmes are developed and delivered that help pupils cope with life changes and transitions • Set up fundraising events for mental health charities • Ensure all stakeholders receive up to date information around mental health and wellbeing • Access counselling service with key children - Freeflow • EYFS children to be assessed on entry and across the year using 'The Leuven Scales for Wellbeing' • Attend mindfulness training to gain a deeper understanding • Organise 'mindfulness' activities for use in classrooms 	<p>through parents oversharing in the home</p> <p>National Children's measurement programme for 2019 showed:</p> <ul style="list-style-type: none"> • 26% of Reception were classed as overweight/obese • 36% of our children were classed as overweight/obese 	are making better choices		
To ensure class sizes is at full capacity with little room in terms of mobility	<ul style="list-style-type: none"> • Use of Twitter and Facebook to positively showcase school • Use of mini-bus to transport children that live a significant distance from school - 	<p>High levels of mobility which makes tracking cohorts difficult. This also affects friendship groups</p> <p>School attracts families from the immediate area, some of these do not have stable living arrangements</p>	<p>Mobility decreases when compared to previous years.</p> <p>Families choose to stay at Springfield throughout EYFS - Year 6</p> <p>More parents choosing Springfield as their first choice school</p>	SN Governors	Termly
Total budgeted cost					£80,000 (ROUNDED)
Total cost for all actions					£140,000
Extra Monies from budget					£6,690

