

**Pupil Premium allocation:** £121,440

### Pupil Premium

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is hoped that effective use of this funding will help remove the attainment gap between children in receipt of free school meals and their peers.

### Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium funding. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils/more able disadvantaged compared with their peers
- The Ofsted inspection framework which focuses on the attainment of pupil groups, in particular those who attract the Pupil premium

### Guiding principles for the allocation of resources

During the academic year 2016 to 2017, schools will receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Schools also receive £1,900 for each child who has left local-authority care because of adoption, special guardianship, special child arrangements or a residence order. When deciding how to allocate resources the school follows the following principles:

- The raising of attainment for children eligible for FSM will be a priority
- Improving teaching and learning is one of the most effective ways to raise the attainment of all pupils
- Use of pupil level data will help identify priority classes, groups or individuals. Not all children who receive free school meals will be supported at the same time.
- Decisions made on how we use funding should be based on recent research, including the Sutton Trust -Education Endowment Foundation toolkit
- Funding should be focused not only on closing any attainment gap but also on ensuring that all pupils meet their potential
- Disadvantaged pupils, who are not entitled to FSMs, may also benefit from funding.

### Main barriers to educational achievement faced by eligible pupils of the school

At Springfield we have high aspirations and ambitions for our children. We believe that there are no limits to what our children can achieve and that no child should be left behind. We instil in our children a ‘growth mindset’ and help them to believe that hard work, commitment and determination will lead to success. We recognise that our children do face barriers, and that these are often considerable, but we are absolutely committed to ensuring we do everything we can to overcome these so that pupils can reach their full potential.

| Barriers to achievement (for pupils eligible for PP including high ability) |  |
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| In school barriers  |  |
| A.  | Small gap between PP and non –eligible PP in reading and writing at the end of KS2   |
| B.  | Some emotional barriers to learning evident in PP pupils   |
| C.  | % of PP pupils achieving greater depth at end of KS1 is low  |
| D   | Very high EAL (75%) means that children have a limited vocabulary and struggle to comprehend more sophisticated texts  |
| External Barriers   |  |
| E.  | Parents don’t always speak English or feel confident supporting children at home with learning, particularly in reading and writing  |
| F   | High social deprivation/little stability in relation to housing leads to high levels of anxiety and insecurity   |
| G   | Lack of financial resources means children’s experiences of the world around them are sometimes limited  |
| H   | On entry assessments show children are starting school with low levels of spoken language, some because they have EAL and some because of speech and communication difficulties. |

**Action Plan**

| Desired outcomes   | Success Criteria   | Actions  |         |
|--|--|--|---------|
| Gap in reading and writing at the end of KS1 and KS2 between PP and non-eligible pupils has narrowed | Pupils eligible for PP are making good progress from end of EYFS to KS1 and from KS1 to 2 (Raise Online) | Employ a non-class based teacher to lead on interventions for targeted PP pupils, including higher attaining PP pupils | £52,000 |
|  | Attainment gap for pupils eligible for PP at end of KS1 and 2 are closing                                | Run morning/after school booster /holiday lessons for identified pupils and homework clubs for KS1 and KS2             | £5000   |

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|   | <p>Outcomes in phonic screening shows that PP pupils achieve as well as non PP pupils</p> <p>Fundamental Tracker show that PP pupils across year groups are making good progress and gaps are closing</p>  | <p>Training for TAs: Turnabout programme/Numicon and monitor implementation</p> <p>Meet with class teachers half termly to review progress of PP pupils</p> <p>Meet with PP pupils half termly to review progress in books</p> <p>Trial peer tutoring reading project with Y4 and 5 (EEF)</p>  | <p>£3000</p> <p>£1000</p>            |
| <p>All staff are confident and skilled teaching reading across school</p> | <p>High quality teaching evident across school (SIP reports/lesson observations)</p> <p>High quality interventions are having measurable impact on reading and writing for PP pupils</p> <p>NQTs feel confident teaching reading and writing and have had opportunities for high quality CPD</p> <p>Outcomes in reading are in line with maths at the end of KS2</p> | <p>Invest in CPD to ensure all staff, including NQTs, are confident teaching reading and writing :</p> <ul style="list-style-type: none"> <li>• Refresher RWI training for staff</li> <li>• Leaders to prioritise development of reading in Rec</li> <li>• Pie Corbet Talk for Writing training</li> <li>• Teaching School support to focus on reading</li> </ul> <p>Release leader to support and monitor quality of teaching in literacy and work with staff to develop their practice further</p> | <p>£3000</p> <p>£3000</p>            |
| <p>A culture of reading for pleasure is embedded in school</p>            | <p>Library is being used by PP pupils both at lunch and after school</p> <p>Tracking of Accelerated Reader shows that PP pupils are reading avidly at home</p> <p>PP pupils/reluctant readers are involved in the development of library (monitors/ordering books/reading buddies)</p>   | <p>Staff library at lunch and after school</p> <p>Organise termly author visits to school to promote reading</p> <p>Raise profile of Accelerated Reader and monitor home reading patterns of PP pupils</p> <p>Ensure PP pupils are involved in running of library,</p>   | <p>£500</p> <p>£2000</p> <p>£500</p> |

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|  | <p>Author visits/story telling/drama project have has positive impact on attitudes to reading</p> <p>Parents understand the importance of reading at home</p>   | <p>including purchasing new books</p> <p>Purchase online reading programme (Reading Bugs) to further promote home reading</p> <p>Purchase RWI books for children to take home and keep (black and white copies)- parent RWI workshops</p>   | <p>£1500</p> <p>£700</p>                              |
| <p>A rich curriculum with opportunities to engage in projects to develop language is evident in school</p>         | <p>Successful drama project in Year 5 leading to theatre performance – PP pupils key roles</p> <p>Oral story telling project with Y3/4 impacts on quality of writing</p> <p>Debating club running weekly</p> <p>A range of trips and visits are organised to broaden children’s experiences across school</p>   | <p>Part time drama teacher to work with Y4/5 on Shakespeare project</p> <p>Forest School provision for EYFS and Y2</p> <p>Oral story telling project in Y3/4</p> <p>Expectations in place that teachers plan for a range of trips and visits that broaden children’s experiences of the world</p> | <p>£10,000</p> <p>£8000</p> <p>£3000</p> <p>£4000</p> |
| <p>Pupils’ self-esteem is raised and they feel confident about approaching their learning in a positive manner</p> | <p>Pupils approach learning in a positive manner – decrease in recorded behaviour reports</p> <p>Teachers and TAs are using the language of a growth mindset</p> <p>Pupils are using the language of a growth mindset</p> <p>School counsellor has successfully completed blocks of work with key pupils – impact of work evident in approach to learning</p> | <p>Implement Growth Mindset approach across school – training for all staff</p> <p>Run weekly parenting programme with vulnerable pupils</p>  | <p>£500</p> <p>£300</p>                               |

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| Parents feel confident supporting their children at home with learning | <p>Good turnout for parent workshops</p> <p>ESOL classes are well attended</p> <p>Parent surveys show they feel more confident supporting at home</p> <p>Project with Y1 parents has led to accelerated progress with identified pupils</p> | <p>Run literacy project with Year 1 parents</p> <p>Run range of workshops for parents</p> <p>Actively encourage parents to attend ESOL classes – senior leader to attend sessions to encourage parents</p>  | £1000                                    |
|  | <p>Outcomes for C&amp;L at end of EYFS is in line with national for PP pupils</p> <p>Quality of provision for development of language is</p>  | <p>Increase staffing in EYFS to increase pupil/adult interactions</p> <p>SENCO to lead on Wellcom programme and monitor interventions</p> <p>Pie Corbett training/Early reading training for EYFS staff</p> | <p>£18,500</p> <p>£2000</p> <p>£2000</p> |
|  |   |   | Total                                    |
|  |   |   | 121,500                                  |

### How we will measure the impact of the pupil premium

End of year outcomes at the end of EYFS, KS1 and 2 are analysed and compared to local and national data

Using our PA Fundamentals tracker, we will review progress of pupil premium pupils half term. Our assessment tracker allows us to pinpoint exactly where the gaps in learning are and monitor how well these gaps are diminishing.

At a school committee level, we will report on termly data about attainment and progress of PP pupils and report back on the effectiveness of our strategy

School committee members will track progress of key PP groups and challenge the school to continue to improve outcomes for these pupils.

## SPRINGFIELD COMMUNITY PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2016-17

Reiew of action plan – March 17 (will be reviewed again in June)

| Desired outcomes   | Actions   | Review – data checkpoint 1  |
|--|---|---|
| <p>Gap in reading and writing at the end of KS1 and KS2 between PP and non-eligible pupils has narrowed</p> <p>Success Criteria</p> <p>Pupils eligible for PP are making good progress from end of EYFS to KS1 and from KS1 to 2 (Raise Online)</p> <p>Attainment gap for pupils eligible for PP at end of KS1 and 2 are closing</p> <p>Outcomes in phonic screening shows that PP pupils achieve as well as non PP pupils</p> <p>Fundamental Tracker show that PP pupils across year groups are making good progress and gaps are closing</p> | <p>Employ a non-class based teacher to lead on interventions for targeted PP pupils, including higher attaining PP pupils</p> <p>Run morning/after school booster /holiday lessons for identified pupils and homework clubs for KS1 and KS2</p> <p>Training for TAs: Turnabout programme/Numicon and monitor implementation</p> <p>Meet with class teachers half termly to review progress of PP pupils</p> <p>Meet with PP pupils half termly to review progress in books</p> <p>Trial peer tutoring reading project with Y4 and 5 (EEF)</p> | <p>Data at check point 1 is showing that :</p> <p>Disadvantaged pupils are doing as well as others in Year 3, Year 4 and Year 5 . Where any gap exists, it is in writing (Y4)</p> <p>Outcomes for disadvantaged pupils in Y4 are strong in reading and writing – maths for disadvantaged pupils needs to be looked at further</p> <p>Year 6 data and book looks indicate that outcomes will be at least in line with other pupils in maths and reading – gap evident in writing .</p> <p>Gap in Y1 for disadvantaged pupils in all areas and in Y2 in reading. Number of disadvantaged pupils in Y2 is low (4) – 2/4 not on track for end of year expectations in reading.</p> <p>TAs have received a lot of high quality training , including Numicon, RWI and spelling. Monitoring of interventions is showing they are having an impact.</p> |
| <p>All staff are confident and skilled teaching reading across school</p> <p><b>Success criteria</b></p> <p>High quality teaching evident across school</p>  | <p>Invest in CPD to ensure all staff, including NQTs, are confident teaching reading and writing :</p> <ul style="list-style-type: none"> <li>• Refresher RWI training for staff</li> <li>• Leaders to prioritise development of reading in Rec</li> <li>• Pie Corbet Talk for Writing training</li> </ul>  | <p>The school has benefited hugely from having an experienced literacy leader for the past few months. All staff have received refresher RWI training and progress has been accelerated, particularly in Reception . Staff are well trained and children are rapidly acquiring early reading skills.</p> <p>Outcomes in reading at the end of Reception are</p>   |

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| <p>(SIP reports/lesson observations)</p> <p>High quality interventions are having measurable impact on reading and writing for PP pupils</p> <p>NQTs feel confident teaching reading and writing and have had opportunities for high quality CPD</p> <p>Outcomes in reading are in line with maths at the end of KS2</p>   | <ul style="list-style-type: none"> <li>Teaching School support to focus on reading</li> </ul> <p>Release leader to support and monitor quality of teaching in literacy and work with staff to develop their practice further</p>  | <p>predicted to be higher than previous years.</p> <p>All teachers have benefited from a range of support, including team teaching, CPD and modelling by leaders.</p> <p>Outcomes in reading are expected to be higher than previous years and above national for disadvantaged pupils at the end of the year.</p>   |
| <p>A culture of reading for pleasure is embedded in school</p> <p><b>Success Criteria</b></p> <p>Library is being used by PP pupils both at lunch and after school</p> <p>Tracking of Accelerated Reader shows that PP pupils are reading avidly at home</p> <p>PP pupils/reluctant readers are involved in the development of library (monitors/ordering books/reading buddies)</p> <p>Author visits/story telling/drama project have has positive impact on attitudes to reading</p> <p>Parents understand the importance of reading at home</p> | <p>Staff library at lunch and after school</p> <p>Organise termly author visits to school to promote reading</p> <p>Raise profile of Accelerated Reader and monitor home reading patterns of PP pupils</p> <p>Ensure PP pupils are involved in running of library, including purchasing new books</p> <p>Purchase online reading programme (Reading Bugs) to further promote home reading</p> <p>Purchase RWI books for children to take home and keep (black and white copies)- parent RWI workshops</p> | <p>Library is used throughout the day, including lunchtimes – staffing it over lunch has increased significantly the number of children who are reading.</p> <p>All staff have received training in using Accelerated Reader – regular assemblies and celebrations are held to recognise children’s efforts and successes.</p> <p>Children have access to Reading Bugs at home – need to follow up on how well this is being used.</p> |

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| <p>A rich curriculum with opportunities to engage in projects to develop language is evident in school</p> <p>Success Criteria</p> <p>Successful drama project in Year 5 leading to theatre performance – PP pupils key roles</p> <p>Oral story telling project with Y3/4 impacts on quality of writing</p> <p>Debating club running weekly</p> <p>A range of trips and visits are organised to broaden children’s experiences across school</p> | <p>Part time drama teacher to work with Y4/5 on Shakespeare project</p> <p>Forest School provision for EYFS and Y2</p> <p>Oral story telling project in Y3/4</p> <p>Expectations in place that teachers plan for a range of trips and visits that broaden children’s experiences of the world</p> | <p>Year 4 and Year 5 are continuing to enjoy weekly drama lessons . Confidence and spoken language is improving . A recent Shakespeare workshop and visit to the National Theatre to see Romeo and Juliet inspired the children to start to prepare for their own Shakespeare production in the Summer term.</p> <p>Forest School continues to offer our youngest children a really rich experience – disadvantaged pupils are benefiting hugely from opportunities to explore their natural world and use language more expressively.</p> <p>Trips continue to feature in the curriculum – Year 6 children enjoyed a recent residential and a range of trips and visits have taken place over the term.</p> <p>Y5 are enjoying participate in a debating competition at the moment, with other local Hackney schools, including a secondary school. Feedback and observations show that their language and confidence is growing.</p> |
| <p>Pupils’ self-esteem is raised and they feel confident about approaching their learning in a positive manner</p> <p>Success Criteria</p> <p>Pupils approach learning in a positive manner – decrease in recorded behaviour reports</p>   | <p>Implement Growth Mindset approach across school – training for all staff</p> <p>Run weekly parenting programme with vulnerable pupils</p>  | <p>Teachers use the language of growth mindset in their classrooms and in feedback to children.</p> <p>Assemblies reinforce effort and perseverance over outcomes.</p> <p>Lessons observations show that children are confident facing challenges and are encouraged to take risks.</p>  |



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| <p>Teachers and TAs are using the language of a growth mindset</p> <p>Pupils are using the language of a growth mindset</p> <p>School counsellor has successfully completed blocks of work with key pupils – impact of work evident in approach to learning</p>  |   | <p>Parents have been invited into school and into lessons and have enjoyed this - despite language being a barrier, they have reported that it helped them help their children with learning at home.</p>  |
| <p>Parents feel confident supporting their children at home with learning</p> <p><b>Success Criteria</b></p> <p>Good turnout for parent workshops</p> <p>ESOL classes are well attended</p> <p>Parent surveys show they feel more confident supporting at home</p> <p>Project with Y1 parents has led to accelerated progress with identified pupils</p> | <p>Run literacy project with Year 1 parents</p> <p>Run range of workshops for parents</p> <p>Actively encourage parents to attend ESOL classes – senior leader to attend sessions to encourage parents</p>  | <p>Parents in Y1 have participated in literacy workshops, working alongside their child . This will continue in the Summer term.</p> <p>ESOL classes are very well attended and parents have become much more confident using spoken English</p>                             |
| <p>Outcomes for C&amp;L at end of EYFS is in line with national for PP pupils</p> <p>Quality of provision for development of language is strong</p>  | <p>Increase staffing in EYFS to increase pupil/adult interactions</p> <p>SENCO to lead on Wellcom programme and monitor interventions</p> <p>Pie Corbett training/Early reading training for EYFS staff</p> | <p>Having an extra member of staff has led to improvements in outcomes with GLD predicted to be higher than previous years for disadvantaged pupils. Observations show that there is an increase in the quality and quantity of adult pupil interactions across the day.</p> |

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