



Springwell Park

Springwell Park Primary School

Pupil Premium

2018-19



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Springwell Park Primary – Pupil premium Expenditure: 2018-19

Pupil Premium 2018-19			
Number of pupils and pupil premium grant received			
Total number of pupils on roll	470		
Total number of pupils eligible for PPG	201 (43%)		
Total amount of PPG received	£237,547		
Barriers to future attainment			
In-school barriers	External barriers		
<ul style="list-style-type: none"> Low starting points on entry to school, especially in oral language, reading, writing, maths and PSED require accelerated progress in EYFS in order for the children to access the curriculum Limited experiences impact on communication, vocabulary, reading and writing Closing the gap in reading to enable access to the wider curriculum Access to high quality reading materials 	<ul style="list-style-type: none"> Pastoral and social support for vulnerable families Pupils with specific emotional needs, mental health challenges or facing difficult circumstances which can affect behaviour and learning Attendance 		
Planned expenditure			
1. Quality first teaching			
Desired outcome	Chosen action /rationale	Cost	Evaluation (mid-year)
Increase the % of PP pupils achieving ARE at the end of EYFS	Intervention teacher to provide 0.5 targeted English intervention in Reception Increased input from teachers will provide quality learning experiences to diminish the gap with non-pp pupils.	20,000	<i>SC works in Rec every morning. SC leads a RWinc group and targets [pupils who require intervention to 'catch up'. This is focusing on early reading March – We have a Y3 trainee in Rec which enables the class teacher to provide maths support for targeted pupils. There are</i>
Increase the % of PP pupils achieving ARE at the end of key stage 1	Intervention teachers to provide 0.5 targeted English intervention in Y2. Increased input from teachers will provide quality learning experiences to diminish the gap with non-pp pupils.	20,000	<i>It became apparent the need for an additional teacher was greater in Y1 due to the fact that not enough pupils are going into Y2 able to read. Therefore, CE is leading a Y1 RWinc group every morning Y2H will be getting a final year trainee which will enable him to provide Y2 support</i>
Increase the % of PP pupils achieving ARE at the end of key stage 2	Intervention teachers to provide 0.5 targeted English intervention in Y6. Increased input from teachers will provide quality learning experiences to diminish the gap with non-pp pupils.	20,000	<i>JL is providing targeted maths support throughout the day. SE is proving English support every morning</i>
Increase the % of PP pupils achieving ARE in Mathematics by the end of KS2	Employ an additional teacher in Y6 to focus on closing the mathematical gaps and to target PP pupils for additional support	30,000	<i>JL is providing targeted maths support throughout the day.</i>
Increase the % of PP pupils	Additional TA support in each class to	25,000	<i>Each class is benefiting from a class</i>

reaching ARE in each class	provide targeted intervention in the Afternoon in small groups eg catch-up literacy and catch up numeracy		<i>TA with the exception of Y4 class. Targeted pupils receive intervention every afternoon</i>
Disadvantaged pupils are tracked and interventions regularly reviewed to ensure impact	Meetings with class teacher and SLT to discuss progress of disadvantaged pupils, to ensure PP are high profile and their progress is carefully monitored (supply cover)	1000	<i>Termly pupil progress meetings</i>
Disadvantaged pupils have opportunities to catch up with their peers	1:1 surgeries with the class teacher and Maths/English leads to discuss the progress of pupils and discuss impact of interventions Targeted CPD discussions with staff	1000	<i>In the Autumn term we have had an English surgery/Maths surgeries. SM has worked with staff on targeted CPD – providing a model lesson and analysing with staff</i>
Teachers subject knowledge is developed further to ensure quality first teaching	Improve quality first teaching in reading and writing by using external consultants to work with the English and Maths leads to audit teaching and create next step plans	5000	<i>SM has worked with MM to create next steps for maths</i>

2.Targeted support in addition to quality first teaching

Desired outcome	Chosen action /rationale	Cost	Evaluation
Increase the % of pupils achieving ARE in reading (targeted pupils)	Work with LFC to implement the premier reading programme (sports coaches) to engage disaffected readers A different group of targeted pupils will access this each term.	2000	<i>Y4 have been the focus of Autumn term</i>
Increase the % of PP pupils achieving greater depth in maths	Weekly Magical maths after school club for PP high attainers (targeted year groups each half term) Targeted Maths club with Maths subject lead	2000	<i>These after school clubs are well attended and very popular.</i>
Increase the aspirations of pupil premium pupils	Link with North west gifted and talented association to provide 6 opportunities per year for PP pupils to participate in G&T days Opportunities to develop this with Saturday challenges	500	<i>Targeted pupils from KS1 and KS2 have participated in G & t activities with the NWGT charity. Pupils are given the opportunity to attend Saturday challenges but these have not been well attended due to the distance.</i>
Improve mental health/emotional well-being of disadvantaged pupils	Learning mentor to target pupils to provide a range of interventions proven to facilitate coping strategies, resilience and behaviour management eg Lego therapy, friendship groups, play therapy	18,00	<i>A learning mentor was employed to work 3 days per week. This intervention has been so successful that the LM is working an additional two days a week overtime (funded by PP/LAC)</i>
All pupils have access to high quality reading materials outside school including digital reading	Targeted pupils will have access to accelerated reader or Lexia licenses, children who read for pleasure have significantly higher academic outcomes	7,000	<i>All pupils now have a Lexia license. Y3/4 are using accelerated reader. Purple mash also provides a range of online texts</i>
Increase the % of pupils achieving a GLD in EYFS	Urley project in conjunction with Oxford university and Everton Children's Centre	500	<i>A teacher and a teaching assistant have received their training in this 18 month project. They are leading training for the rest of the Early years team.</i>

3. Other approaches			
Desired outcome	Chosen action /rationale	Cost	Evaluation
Increase the attendance for PP pupils	A free breakfast club will be available for all pupil premium children	16,000	<i>We have had a surge in PP attendance this term increasing to 80% in the w/b 4.3.19</i>
To provide support to ensure PP pupils met the expectation of 96% attendance	AHT To work with identified and groups of pupils, using regular attendance checks and contact with parents/carers and pupils to improve levels of attendance, particularly for pp pupils who are persistent absentees.	2000	<i>CE conducts half termly attendance panels to discuss attendance First day response team now call every parent rather than texting</i>
To provide support to ensure PP pupils met the expectation of 96% attendance	Employ the EWO to work with school, pupils and families to support regular school attendance	6000	Increased EWO hours
Pupils are ready to learn, home lives are supported	Pastoral manager targeted support for families with social and emotional difficulties.	35000	<i>CE / SM/GMC have completed a pyramid of need to identify the most vulnerable pupils</i>
Improve mental health/emotional well-being and resilience of disadvantaged pupils	SC to complete Forest school training and implement with targeted PP pupils	4000	<i>SC has attended the first part of her training and is working with targeted Y1 pupils SC has also organised forest school taster CPD for TA's</i>
Raise standards in oral communication and writing	Oral communication and writing is enhanced by high quality learning experiences outside the class room providing a focus for speaking and writing across the curriculum	25,000	<i>All topics start with a WOW experience to encourage pupils to discuss. All pupils have a visit/visitor every term that is focused on their topic.</i>
Improve mental health/emotional well-being of disadvantaged pupils	This enables Y6 pupils to visit Coniston Water park on a residential. Provides the children with confidence and independence that can be transferred back into the curriculum in preparation for their transition to secondary school. (also receive an additional bursary for this)	9,000	<i>All Y6 pupils attended Coniston water park</i>
		Total spent £249,000	