



Springwell Park

Springwell Park Primary School

Pupil Premium

2019-20



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Springwell Park Primary – Pupil premium 2019-2021

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to:

- take a longer view of the support the grant will provide
- align their plan with the wider school improvement strategy

Doing this will give schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff development

Pupil Premium and funding for schools June 2019

Pupil Premium			
Number of pupils and pupil premium grant received			
	2019	2020	2021
Total number of pupils on roll	463		
Total number of pupils eligible for PPG	201 (43%)		
Total amount of PPG received	£240,240		
Attendance			
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 • Development of early reading skills • Academic attainment/progress • Limited experiences impact on communication, vocabulary, reading and writing • Poor reading skills limit access to the wider curriculum • Reading stamina • Range of vocabulary • Gaps in knowledge 		<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 • Punctuality • Limited home reading • The 2015 School Funding Deprivation Indicator shows that the ward our school serves is one of 10% most deprived neighbourhoods in the country • Aspirations beyond school 	
Pupil Premium strategy for 2019-2021			
Planned expenditure 2019-20			
1. Quality first teaching			
Desired outcome	Chosen action /rationale	Cost	Impact
Improved outcomes in EYFS for all pupils	Intervention teacher to provide 0.5 targeted reading intervention in Reception Increased input from teachers will provide quality learning experiences to diminish the gap with non-pp pupils.	????????	Tracking data Pupil progress meetings Learning walks Monitoring Book scrutiny Pupil voice Project analysis data

	Dedicated speech and language support to improve low oral starting points. Pupils targeted for support		
	SSTEW language project to develop the skills of staff within the nursery Urley project to develop language skills in reception		
Increase the % of pupils achieving the phonics check in Y1	Intervention teacher to provide 0.5 targeted RWI intervention in Y1. Increased input from teachers will provide quality learning experiences to all pupils.	20,000	
High quality and ongoing needs based CPD for teachers and teaching assistants	Through the use of external maths and English consultants Quality first teaching (including opportunities for reasoning, higher order thinking, metacognition and the acquisition of basic skills) must underpin everything. Targeted support with teaching and planning and through demonstration/exemplar lessons Moderation led by consultants External validation of evidence bases and the quality of teaching and learning Focus on effective marking and instant feedback		
Improving feedback			
Paired or small group additional learning			
Promote ethos of attainment for all			
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 providing 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 reaching ARE in each class	Additional TA support in each class to provide targeted intervention in the Afternoon in small groups eg catch-up literacy and catch up numeracy	25,000	<i>Each class is benefiting from a class 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	1000	<i>In the Autumn term we have had an English surgery/Maths surgeries.</i>

	of interventions Targeted CPD discussions with staff		<i>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>
	TA support for EYFS –Y [^] Every pupil is entitled to the best education to meet their true potential. Effective support ensures that they are aware of their strengths weaknesses and what they need to do to improve.		
	Phonics intervention – To provide intervention to ensure no child falls behind eg if a child is off they must be targeted		
Insert outcomes in reading	Read, write inc CPD, CONSULTANCY and books Fast paced rigorous and structured programme, focusing on accuracy and fluency		<i>Phonics screening checki Tracking grids monitore by phonics lead</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 please 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</i>

			<i>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>
Targeted reading intervention	All class teachers will do targeted 1:1 reading every afternoon. This will develop fluency, and comprehension skills		
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	Supporting pupils emotional and social needs 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>
Address individual learning needs, help all staff to use data effectively.			
Improve engagement with parents			
Metacognition			
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>
To develop a love of reading	There is a real focus on reading for pleasure this year. The newly opened library will be timetabled to allow		

	pupils to browse, peruse and select a book. Author visits		
To develop times tables recall	Focus on all pupils being secure with timestables in the correct year group TT		
To vcreate confident learners who are aware of how they learn best vand staff who understand the importance of metacognition	Participation in Metacognition project (in conjunction with huntington research school and STRAND netywork) 5 workshops across the academic year , gap tasks to look at intent, implementation and impact of curriculum. Staff meetins to disseminate information		
		Total spent £249,000	

Supported by evidence in ther Education Endowment toolkit