

Springfield Primary School

Pupil Premium 2018-19



The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meal and those looked after by the local authority.

In deciding how to spend our pupil premium grant the school's priority is to focus on narrowing the attainment gaps in reading, writing and maths. We have used school data to carefully track pupils' progress and analyse where the achievement gaps are.

Planned spend for 2018-2019 allocation.

Overview of the School Figures taken from January 2018 Census	
Total Number of Pupils on Roll (YR – Y6)	243
Total Number of Pupils eligible for PPG	74
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£97,680
Barriers to Educational Achievement	
Many of the children who are eligible for pupil premium have originally arrived as refugees or asylum seekers and whose families have since settled in the UK. All the children have English as an additional language. Many are from larger families and 22% of the school pupils have Special Educational Needs, some of which are highly complex. There are many lone parent families, either as a result of family breakdown or bereavement.	
Breakdown of Costings	
Contribution towards Assistant Headteacher's time focusing on raising attainment and quality of learning in EYFS and KS1	£7,000
Contribution towards Co- Headteacher's /Deputy Headteacher's time focusing on learning in KS2 and PPG with SEND across school	£3,500
Contribution towards Learning Mentor support for vulnerable pupils	£23,000
Contribution towards to early years intervention programmes such as the speech and language intervention. (LEAP)	£3,000
Contribution to fund wider curriculum opportunities eg Crucial Crew, Educational visits, Instrument tuition	£8,000
Contribution to support attendance initiatives	£2,000
Contribution to fund a programme of school based cultural enrichment activities to include visiting theatre groups, artists, authors, Music Hub etc	£4,500
Contribution to enhance and update ICT teaching tools and resources	£3,000
Contribution to provide additional learning resources for use at home	£5,000
Contribution to fund After School Clubs to enable pupils to attend at no cost. Funding includes the costs of the club as well as school staff to support.	£5,000
Contribution to fund additional learning support assistants in the classroom to effectively target vulnerable groups.	£20,000
Contribution towards development of indoor and outdoor provision	£2,000
Uniform and PE Kit	£2,000
Contingency Fund- to respond to changes in circumstances and in-year mobility.	£9,680

The impact of the strategies used 2017-18:

- At the end of KS2, the gap to threshold for average scaled scores in Reading was +3 and in Maths +2
- At the end of KS2 the disadvantaged prior higher attaining group made more progress than the national average for that group.
- At the end of KS1, the majority of disadvantaged pupils attained the expected standard.
- 46% of disadvantaged pupils were at a Greater Depth of Standard in Reading, Writing and Maths, significantly above both the national averages for disadvantaged pupils of 14% (Reading), 8% (Writing) and 12% (Maths) and the national averages of 29% (Reading), 18% (Writing) and 25% (Maths)
- 88% of disadvantaged pupils passing the Y1 Phonics screening test, significantly above the national average for disadvantaged pupils of 72% and above the national average of 85%
- Children in Foundation Stage received intervention and additional in-class support. As a result, the majority of disadvantaged children attained a Good Level of Development (GLD) at the end of EYFS.
- 100% of disadvantaged children in Foundation Stage made progress at or above the expected level.
- Attainment of disadvantaged children across school in Reading, Writing, Maths and SPAG is greater than that of the non-disadvantaged children.
- The rate of progress in Writing is 7% greater than the non-disadvantaged children and in SPAG it is 8% greater.
- Vulnerable children have had access to intervention from the learning mentor.
- Families have received targeted interventions to support their children's learning
- Improvements in attendance have been maintained.
- Children have taken part in musical performances in a variety of venues and to a wide range of audiences.
- Children have accessed wider opportunities such as After School Clubs and Music Lessons

For more details on the Pupil Premium, please visit:
<http://www.education.gov.uk/schools/pupilsupport/premium>