

# Springfield Primary School

## Pupil Premium 2019-20



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 2019-2020 allocation.

<b>Overview of the School Figures taken from January 2019 Census</b>	
Total Number of Pupils on Roll (YR – Y6)	181
Total Number of Pupils eligible for PPG	64
Amount of PPG received per pupil	£1,320
Total amount of PPG received	<b>£84,480</b>
<b>Barriers to Educational Achievement</b>	
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 23% 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.	
<b>Breakdown of Costings</b>	
Contribution towards Assistant Headteacher's time focusing on raising attainment and quality of learning in EYFS and KS1	£5,000
Contribution towards Co- Headteacher's /Deputy Headteacher's time focusing on learning in KS2 and PPG with SEND across school	£3,000
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)	£2,000
Contribution to fund wider curriculum opportunities eg Crucial Crew, Educational visits, Instrument tuition	£4,000
Contribution to support attendance initiatives	£1,000
Contribution to fund a programme of school based cultural enrichment activities to include visiting theatre groups, artists, authors, Music Hub etc	£5,000
Contribution to enhance and update ICT teaching tools and resources	£6,000
Contribution to provide additional learning resources for use at home	£2,000
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.	£18,000
Contribution towards development of indoor and outdoor provision	£2,000
Uniform and PE Kit	£2,500
Contingency Fund- to respond to changes in circumstances and in-year mobility.	£5,980

## **The impact of the strategies used 2018-19:**

- At KS2, Attainment for disadvantaged pupils in Reading, Writing and Maths combined was broadly in line with that of the National Average for disadvantaged pupils.
- At KS2, attainment in writing, Maths and EPGS was above that of the national average for disadvantaged pupils.
- At KS2, the number of pupils attaining at a Greater Depth to standard in Maths and EPGS was above that of the National averages for disadvantaged pupils, with Writing being broadly in line.
- At KS2 the scaled score for disadvantaged pupils was above the national averages for disadvantaged pupils in Maths and EPGS and in line with that of Reading.
- At KS2, the progress made by disadvantaged pupils was in line with the National average for disadvantaged pupils in Reading and significantly above the National Averages for both National-Other and National- disadvantaged.
- At the end of KS1, the attainment of disadvantaged pupils was significantly above the expected standard.
- 30% of disadvantaged pupils at KS1 were at a Greater Depth of Standard in Writing. This was significantly above both the national averages for disadvantaged pupils of 7% and the National attainment at Greater Depth of 17%
- 20% of KS1 disadvantaged pupils attained the expected standard in Maths, compared to the National average for disadvantaged pupils of 12%.
- 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 and this was in line with the national average for disadvantaged pupils in EYFS.
- In EYFS Literacy And Numeracy, Writing, Numbers and Shape, Space and Measures, the outcomes of disadvantaged pupils at Springfield exceeded the national average outcomes for disadvantaged pupils
- 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 including Art, Engineering, Sport and Music Lessons.
- Children have been identified as musically talented and selected for a further music package which includes tuition and the opportunity to attend musical concerts and other experiences.