



Springhill Academy



SPRINGHILL
ACADEMY

Pupil Premium Expenditure Statement September 2017-September 2018

Date Completed: September 2017

Review Date: September 2018

Context of School

Springhill Primary Academy is a one form entry school in Staffordshire. We have a Nursery and Pre-School and provide extended provision from 07:45am to 18:00pm each day.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be low aspirations. We are determined to create a climate that does not limit a child's potential in any way.

Key facts

- Our school motto 'REACH HIGH' reflects our high expectations of the whole school community.
- Outcomes for Springhill are above national for Reading, Writing and Maths in KS2.
- Phonics outcomes are consistently above national.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community: For example, Burntwood Lions, Burntwood Rotary Club, Chaseview Care Home and St John's Community Church.

Recent Initiatives / Improvement

- Increased % of children working at or above age-related expectations
- High levels of progress for all children – as demonstrated by in school data.
- Difference between key groups has been significantly diminished
- Improved phonics scores – 86% in 2017/2018
- Targeted intervention to further diminish difference
- Introduction of 'REACH HIGH' across the school in order to further embed core learning values
- Broader use of research to inform decision making and policy – Sutton trust toolkit, John Durnford Carol Dweck's growth mindset, Covey's 7 Habits of Highly effective people and John Hattie's Visible Learning
- Exemplary behaviour achieved through a vision of the whole school approach 'REACH HIGH'
- Use of Ipads
- Refurbishment of the building to facilitate exceptional teaching and learning and to cater for our growing population
- Behaviour Support Manager and Family Liaison Officer fostering positive relationships with children and families
- Learning Ambassadors and Pupil Governors being provided the opportunity for leadership at all levels
- Secure safeguarding audit
- Increased uptake of extended school provision
- Increased sports activity within school time
- Embedding of creative curriculum across the whole school
- New spelling initiatives to diminishing difference
- RWI and other quality texts (including CPG) to further diminish differences between key groups and engage all children in a love of reading
- Bespoke CPD offered to all staff
- Teaching and Learning Coach to facilitate the further improvement of exceptional teaching and learning
- Enrichment opportunities being at the heart of the curriculum; extra-curricular activity such as music / PE etc.

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil funding, the Sutton Trust research on meta cognition etc. to inform our decision funding.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children developing 'growth' mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- We use research to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if....'

We are determined to ensure that the percentage of children working at age related expectations and above increases, in particular for the percentage of children at greater depth in KS1 and reaching a higher standard in KS2.

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive quality first teaching. Teachers, staff and SLT will:

- Set high expectations

- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. feedback and guided reading
- Share good practice within school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to “catch up” through;

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Early mornings and after school provision
 - Easter holidays

Individualising support

We will ensure that the additional support we provide is effective by;

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using LSA’s in specific trained areas to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
 - to develop their own skills
 - to support their children’s learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child (E.g. Targeted reading sessions in the afternoon)
- Recognising and building on children’s strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children (Targeted Interventions).

Funding Priorities

This year our aims are to:

- Further embed exceptional teaching and learning across the school with the support of the teaching and learning coach
- Provide a wide and varied daily diet of enrichment activity at the heart of the curriculum
- Provide emotional well being support to ALL children
- Provide emotional well being support to ALL parents / families
- To improve attendance for all key groups

School’s Evaluation of Own Performance

The school’s evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly

- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff – particularly the behaviour Support Manager, attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- Two designated members of SLT maintains an overview of pupil premium spending

We will use ASP as well as whole school data to evaluate impact in terms of attainment and progress

PUPIL PREMIUM STATEMENT Springhill Primary Academy

PUPIL PREMIUM FUNDING:

Purpose

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.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium.

The school has a responsibility to publish information on their website about how this funding has been spent.

Measuring Impact

In order to effectively measure the impact of Pupil Premium Funding at Springhill Primary Academy, there are a number of analyses completed. We monitor the impact of support by analysing attainment and progress of Pupil Premium pupils and comparing them to other pupil groups to see if differences in attainment and progress are minimised. In addition, we also measure improvements in participation in activities and clubs, attendance, confidence, behaviour and reductions in exclusions.

Pupil Premium Strategy Review

An interim review date is set for January 2018.

Pupil Premium expenditure 2017-18

Total number of pupils on roll	157
Total number of pupils eligible for PPG	62 (39%)
Amount of PPG received per pupil	£1320
Total amount of PPG allocated for 2017/18	£81,840

Our allocation for 2017/18 is £81,840 which will be used to support children based on the identified needs of this group of learners.

Focus on Learning in the curriculum	48%
Focus on social, emotional and behavioural support for pupils and families	50%
Focus on enrichment beyond the curriculum	2%

Rag Rating Impact Code

Significant impact	Impact	Limited impact	No impact
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Pupil Premium – planned expenditure 2017-18

	Item	Objective	January review		End of academic year	
Focus on Learning in the curriculum (48%)	Learning Support Assistants £24,000	Learning support assistant are deployed across school with particular foci for raising standards by delivering high quality interventions. To close the gap in pupils' attainment between disadvantaged and their peers within school.	11/20 Send children are disadvantaged (55%). Each child receives one to one quality intervention each week. All children on the SEND register are making strong progress. Where differences are widening in year groups, targeted intervention groups are put into place to diminish the difference.		11/20 Send children are disadvantaged (55%). Each child receives one to one quality intervention each week. They have all made strong progress from their starting point (see SEND on a page). Where differences have widened, targeted intervention groups are planned for the next academic year to continue to support these pupils in their barriers to their learning.	
	Read Write Inc. Training for new members of staff and new resources. £1200	To further raise proportion of children passing phonics screening check and to improve early reading across EYFS and KS1.	At beginning of the year, 45% of disadvantaged pupils on track to pass phonics. Currently 60% on track to passing. In EYFS, at beginning of the year, 30% of pupils on track to meet ELG in reading. Currently 45% on track to passing.		At end of year, 100% have passed phonics screening check.	
	Small teaching groups for RW Inc. £7,100	To further raise proportion of children passing phonics screening check and to improve early reading across EYFS and KS1.	At beginning of the year, 45% of pupils on track to pass phonics. Currently 60% on track to passing. In EYFS, at beginning of the year, 30% of pupils on track to meet ELG in reading. Currently 45% on track to passing.		At end of year, 100% of disadvantaged have passed phonics screening check.	
	Teaching and Learning Coach £3650	To provide high quality CPD and support to teachers to ensure	Teaching and learning in Y4 and Y5 now follows the pedagogical approach of		Teaching is now at least good across the school.	

		quality first teaching raises proportion of pupils meeting ARE and GD across school.	the rest of the school. Purposeful planning & engaging learning is consistent. Teaching and Learning coach ensures planning and delivery extends these pupils thinking.		70% of disadvantaged pupils achieved combined by the end of KS2 with 10% at the higher standard which is above national.	
	Grammar and spelling training for teachers and TA's and additional supporting resources £2000	To ensure at the quality of teaching and learning across the English curriculum to ensure increased rates of progress and improved outcomes for pupils in receipt of PPG.	All staff now have secure understanding of English curriculum and expectations. Where teaching is at least good, pupils benefit from purposeful learning journey which focuses on skills based grammar opportunities and composition. All Pupils: At start of year, 35% of children were on track in writing across school. At start of year, 4% of children were at GD in writing across school. Now, 48% of children are on track in writing across school and now, 6% of children were at GD in writing across school. Disadvantaged Pupils: At start of year, 22% of disadvantaged pupils were on track in writing across school. At start of year, 2% of disadvantaged children were at GD in writing across school. Now, 52% of disadvantaged children are on track in writing across school and 7% of disadvantaged children were at GD in writing across school.		All staff now have secure understanding of English curriculum and expectations. Where teaching is at least good, pupils benefit from purposeful learning journey which focuses on skills based grammar opportunities and composition. Disadvantaged Pupils: By the end of KS2 30% of disadvantaged pupils achieved the higher standard in SPAG. 70% of disadvantaged achieved expected in writing with 10% achieving the higher standard at KS2.	
	Provision of a reading assessment system (PM Benchmark). £600	To ensure a robust assessment scheme is in place to help track the rates of progress of children in receipt of PPG.	All pupils: At start of year 45% of children were on track in reading across school. At start of year, 4% of		All pupils: At end of year, 75% of children are age related in reading across school. At end of	

			<p>children were at GD in reading across school. Now, 60% of children are on track in reading across school and 9% of children are at GD in reading across school.</p> <p>Disadvantaged Pupils: At start of year, 36% of disadvantaged pupils were on track in reading across school. At start of year, 6% of disadvantaged children were at GD in reading across school. Now, 52% of disadvantaged children are on track in reading across school and 7% of disadvantaged children were at GD in reading across school.</p>	<p>year, 20% of children met GD standards in reading across school.</p> <p>Disadvantaged Pupils: At end of year, 64% of disadvantaged children are on track in reading across school. At end of year, 20% of disadvantaged children met GD standards in reading across school. As a result teachers know the reading age of pupils accurately and have used this to inform planning for guided reading to maximise impact.</p>	
	Homework books to support home learning. £340	To raise attainment and progress as well as providing resources for children in receipt of PPG.	Most pupils engaged in homework across school (evidence Parent questionnaire). Homework is age appropriate and consolidates learning in classroom.	Significant majority of families are in support of homework policy. Most children are in a routine with their homework.	
<p>Focus on social, emotional and behavioural support for pupils and families (50%)</p>	Pastoral Support £13,468	Targeted to support families in overcoming barriers to attendance and barriers to the children's learning. Providing additional support for children with a range of needs – emotional, social, behavioural, attendance & punctuality.	Persistent absence figures are reducing steadily due to the new approach to attendance ensuring early intervention at any pupil dropping below 95% attendance. A consistent approach to this is showing improvements to attendance figures. (95.8% attendance and 11% persistent absence by Autumn End 2017)	<p>Weekly reviews for attendance with parents has enabled the school to intervene quickly and where attendance of pupils was low this has improved.</p> <p>Work has been done with the most vulnerable disadvantaged families ensure that agency</p>	

				<p>support is in place. 2017-18 attendance: 95.8% (Improved from 95% 2014-2015)</p> <p>Persistent Absence: 8.76% (Reduced from 13.1% 2014-2015)</p> <p>Number of pupils who are persistently absent reduced from: 19 (2017) and 16 in Autumn term to 12 by Summer End.</p> <p>Pastoral support received by disadvantaged pupils has impacted on their well-being, attendance and progress throughout the year.</p>	
Breakfast Club £7100	Employ staff to run our breakfast club to improve the attendance of vulnerable groups in receipt of PPG. To give disadvantaged children the ideal start to the day and encourage punctuality and attendance.	20 children attend – 10 of these pupils are disadvantaged these places are funded.		This has helped to ensure pupils readiness to learn and to enter school in a positive and calm way. Pupils are provided with a healthy breakfast and this has impacted on their well-being – as a result they go to class with a positive mindset and eagerness to learn. It supports our efforts to encourage attendance and reduce persistent absence.	

	Behaviour Support £22,000	Behaviour Support Manager to deliver nurture interventions to engage children with social and emotional needs.	The Behaviour Support Manager has worked with an outstanding BSM at a sister school in order to develop skills in the delivery of high quality nurture groups.		The nurture interventions have successfully supported those pupils who are emotionally vulnerable. The impact has been a reduction in the number of pupils receiving red cards. Specific interventions and support for pupils have impacted positively on outcomes and effective pastoral support has enabled vulnerable pupils to express themselves.	
Focus on enrichment beyond the curriculum (2%)	Supporting the cost of educational visits and visitors linking learning opportunities and making learning more meaningful. £1,000	Contribution towards educational visits to make educational visits more accessible for children in receipt of PPG. This will extend and enrich learning and provide real life experiences that are memorable.	Subsidy of trips (at least one per year group) has been forecasted for the rest of the academic year.		All pupils have been on at least one trip this academic year which has extended learning and been inspiring and engaging.	