



# Springhill Academy



SPRINGHILL  
ACADEMY

## **Pupil Premium Grant – January Review** September 2018 - September 2019

Date Completed: September 2018

Review Date: September 2019

## 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 Anne'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 vulnerable/disadvantaged children and families
- School Parliament being provided with the opportunity to assist with leading the school
- 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 Plan 2018/2019

Total number of pupils on roll	151
Total number of pupils eligible for PPG	59 (39%)
Amount of PPG received per pupil	£1320
Amount of PPG received for LAC/Service children	£300
<b>Total amount of PPG allocated</b>	<b>£78,180</b>

Our allocation for 2018/19 is £78,180 which will be used to support children based on the identified needs of this group of learners.

Focus on Learning in the curriculum	38%
Focus on social, emotional and behavioural support for pupils and families	59%
Focus on enrichment beyond the curriculum	3%

**Rag Rating Impact Code**

Significant impact	Impact	Limited impact	No impact
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Pupil Premium – Planned Expenditure 2018-19						
	Item	Objective	January review	RAG	End of academic year	RAG
<b>Focus on Learning in the curriculum (38%)</b>	Learning Support Assistants £24,000	Learning support assistants are deployed across school with particular foci for raising standards of attainment and progress for disadvantaged pupils who need to catch up via interventions and classroom support to close the gap in pupils' attainment between disadvantaged and others.	<p><b>Autumn End Data – Attainment &amp; Progress</b></p> <p><b>EYFS Results</b> 33% of disadvantaged pupils are now on track to reach GLD. (2/6)</p> <p><b>KS1 &amp; KS2 Results</b> 53% of disadvantaged pupils are now on track to reach the expected standard in reading and 9% at the GD standard. 77% have made strong progress.</p> <p>37% of disadvantaged pupils are now on track to reach the expected standard in writing. 80% have made strong progress.</p>			
	Teaching and Learning Coach £4125	To provide high quality CPD and support to teachers to ensure quality first teaching raises proportion of pupils meeting ARE and GD across school.	<p>43% of disadvantaged pupils are now on track to reach the expected standard in maths and 14% at the GD standard. 82% have made strong progress.</p> <p><b>Phonics Screening Check</b> 33% (2/7) of disadvantaged pupils are now on track to achieve the screening test.</p>			
	Concentric Curriculum training, resources, including grammar for writing and spelling. £825	High quality curriculum resources to ensure 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.	<p><b>Year 2 Results</b> 33% of disadvantaged pupils are on track for reading with 33% at the GD standard. 100% have made strong progress.</p> <p>33% of disadvantaged pupils are on track for writing. 66% have made strong progress.</p>			
	Provision of a new Guided Reading Scheme – Reading Explorers and investment in high quality book-based units. £460	To ensure a robust reading model is in place to raise standards and the proportion of pupils meeting ARE and GD across school.	<p>33% of disadvantaged pupils are on track for maths with 33% at the GD standard. 66% have made strong progress.</p> <p><b>Year 6 Results</b> 64% of disadvantaged pupils are on track for reading with 9% at the GD standard. 73% have made strong progress.</p>			

			36% of disadvantaged pupils are on track for writing. 82% have made strong progress.		
	Homework books to support home learning. £866	To raise attainment and progress as well as providing resources for children in receipt of PPG.	55% of disadvantaged pupils are on track for maths with 9% at the GD standard. 91% have made strong progress.		
<b>PDBW: Focus on social, emotional and behavioural support for pupils and families (59%)</b>	Pastoral Support £20,000	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.	School-held records show high-quality support and guidance offered to families in need of assistance.  Investment in Hope training for the FLO is being used to read a number of vulnerable, disadvantaged families.  This has removed barriers to learning for many children and families.		
	Breakfast Club £8904	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.	Promotion of high levels of attendance has also begun to have impact across school and attendance continues to rise: Autumn End Attendance: 95.52% Disadvantaged attendance: 93.25% Persistent Absence is reducing: 10.07%  Attendance for disadvantaged pupils is at 93.25% for Autumn End and we are continuing to work with families to improve this further with the aim of being at least in line with national figures at 94.3%		
	Behaviour Support £17,000	Behaviour Support to deliver nurture interventions to engage children with social and emotional needs.	Breakfast club: 30 sessions a week are offered to families eligible for pupil premium and in need of further support. This extra service provides stability, routine and breakfast as well as providing fun, engaging, learning activities to further diminish differences.  Behaviour support and nurture interventions continues to reduce barriers to learning.		
<b>Focus on enrichment beyond the curriculum (3%)</b>	Supporting the cost of educational visits and visitors linking learning opportunities and making	Contribution towards educational visits to make educational visits more accessible for children in receipt of PPG. This will extend and enrich learning and	School monitoring and evaluation, as well as external validation, shows that pupils demonstrate high levels of engagement in learning across the curriculum.  Disadvantaged children enjoy rich and varied experiences that they many not otherwise have been		



	learning more meaningful. £2,000	provide real life experiences that are memorable. Raise aspirations and skills through author visit and illustrator visit.	able to.			
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