

Pupil premium strategy statement (primary)

1. Summary information					
School	Springwood Heath Primary School				
Academic Year	2016/17	Total PP budget	£163,481	Date of most recent PP Review	September 2017
Total number of pupils	287	Number of pupils eligible for PP	100	Date for next internal review of this strategy	February 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	54%	%
% making progress in reading	61%	%
% making progress in writing	62%	%
% making progress in maths	69%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children enter EYFS with low level attainments in all areas.
B.	Social, emotional and behaviour difficulties affecting well-being and progress
C.	A large majority of pupil premium children are also on SEND Support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance (not including 'enhanced provision children') and punctuality.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress is made by all PP children	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
B.	The attendance of PP children improves.	Attendance for the children is in line with the national average of 96%. Use of Schools Attendance Support Worker will support early intervention with specific families and children.

C.	Higher rate of progress across KS2 for high attaining eligible for PP	Reading, Writing and Maths data shows that most able PP children are in line with most able nationally.
D.	Improved learning behaviours	Improvements in learning behaviours demonstrated by targeted Pupil Premium children are evident through Pupil Progress data, observations and reports from class teachers.

5. Planned expenditure

Academic year **2017/2018**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved learning behaviours are seen by all children	Introduce house system of points, House Captains, rewards & promote positive behaviour through a whole school behaviour approach - 'Good to be Green'. 'Can do attitude' Closer links to parents e.g. bringing them up to school to work with their child.	Tracking data and Progress Meetings has highlighted that for some children their poor learning behaviours are preventing progress e.g. lack of independence, resilience, easily distracted and distracting others.	Ongoing monitoring/class walks. Discussions with Assistant Heads and feedback to the Headteacher.	Mr Hunt	February 2018
Appropriate support and challenge is given to all children to raise standards. Improving progress for higher attaining children	Additional teachers to work alongside class teachers to support group learning for identified groups.	We need to continue to raise standards and expectations for all children including progress children on SEND Support. Consolidation of Talk for Writing and training staff on First Class Number will ensure children's learning is secure.	Ongoing monitoring programme by Subject coordinators, Head, Assistant Head, SENCO and Governors In year data analysis through Pupil Progress Meetings	Mrs Thomson	February 2018
Total budgeted cost					£,140,688

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	------------------------	---	---	------------	--------------------------------------

Improved partnerships with parents/carers & improved attendance and punctuality	Whole school approach to developing communication with parents/carers and promoting better attendance/punctuality Parents app Parent workshops with school staff and outside agencies e.g. CAMHS	School attendance is around 93% (although this includes children from the 'enhanced provision') with individual attendance and punctuality issues. As a school we are moving forward being supported by a new active EWO however we feel that we could improve our communication and support so that we help parents to help their children attend school. As a school we have more and more complex children attending Springwood Heath. Many of these children demonstrate anxiety linked from home to school. By teaching the parents in how to support their children could reduce anxiety and children's poor attendance.	Monitor attendance Parent Survey Seedlings for specific children (£1,800) Attendance at Parental Workshops	Mrs Pearson/Mr Hunt/Mrs Beacall	February 2018
Total budgeted cost					1,800

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for children's social & emotional needs	Continuation of therapies within school e.g. Draw & Talk, Lego Therapy, Nuture Group, Socially Speaking Groups, Seedlings. Use of support staff on a 1:1 to give the child individual support in/out of the classroom. Close liaison with parents/carers. Use of fiddle toys, ear defenders, work station etc	The tracking of children who display SEMH needs highlighted the need for children to learn in a variety of different situations/ways. Consideration of challenging their learning with extended activities, distractible free settings and the need for a 'Keyworker' to be developed who understands why the children do what they do and to support the child to be less anxious/calm down.	Whole school policy on behaviour 'Good to be Green'. Individual Behaviour Plans for specific children to be followed by all staff.	Assistant Heads within each Phase	February 2018
Total budgeted cost					1,000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good progress is made by all PP children	<p>Additional teacher to monitor discreetly all children receiving PP and to track data & provision in order to achieve all aspects of their learning.</p> <p>Additional 3rd teacher support between 2 classes to provide a range of small group teaching (including more able) & interventions.</p> <p>SEND teacher planned for and teaching small groups of SEND PP children.</p> <p>SEND Support staff supporting the access and learning of specific children.</p> <p>Access equipment purchased.</p> <p>Use of SLT Consultant and Schools Speech Therapist.</p> <p>CRASH (Cool Readers at Springwood Heath) small groups.</p>	<p>There were 287 children on roll and 100 children were on PP which is 39% of whole school.</p> <p>61% made progress in Reading</p> <p>62% made progress in Writing.</p> <p>69% made progress in Maths and</p> <p>54% achieved in Reading, Writing and Maths using TA for age related expectations.</p> <p>Of the 107 children on SEND Support, 57 children were in receipt of PP.</p> <p>65% achieved expected or above progress in Reading.</p> <p>63% achieved expected or above progress in Writing.</p> <p>66% achieved expected or above progress in Maths</p>	<p>Ensure that Class Profiles demonstrate provision for all Pupil Premium children especially those children who are 'more able'.</p> <p>To consider a lead 'Pupil Premium Champion' who can closely monitor all data, provision and to ensure finances spent impact on progress and attainment.</p>	£119,445

To improve progress in Writing for PP children.	Talk for Writing network programme training for all staff & implementation in 2016/2017 to support the raising of literacy standards.	We are seeing an improvement in whole school writing which will continue. All children and staff are fully involved in the implementation of this creative approach to raising Literacy standards. 61% of all PP children made progress in Reading. 62% of all PP children made progress in Writing.	Further training in 2017/2018 is planned.	£5,000
---	---	--	---	--------

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved social, emotional and behavioural development for PP children facing these barriers	Socially Speaking groups led by SLT and SEND teacher. Nurture Group led by 2 HLTAs. Psychotherapist in school one day a week. Staff trained in Draw & Talk Therapy. Lego Therapy. Outside agency involvement. Attendance at Breakfast Club	Improvements were evident in most PP children – they seemed happier in school, less disruptive within the classrooms apart from a small number of SEMH children. Further actions and support have been put into place to support specific children e.g. High Needs Funding enables a much higher staff ratio to support learning, Educational Psychologist assessment (traded) & Statutory Assessments being undertaken.	This approach will continue and a whole school 'Good to be Green' will be implemented for all children to support behaviour and good practice.	£14,500
To support families/carers getting their children into school and on time.	TA monitoring attendance and meeting with parents/carers. Purchase of EWO services. Financial support to support specific parents e.g. bus ticket. Home visits to show families we take poor attendance seriously.	Case studies on particular families/children can demonstrate increased attendance and therefore a positive impact on learning and well-being. We now have a new EWO	We need to ensure and track the EWO procedures in order to hold them to account. One family (we thought was being taken to court) was not known to legal services! EWO to meet regularly with H/T along with our Schools Attendance Officer.	£12,536

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost
-----------------	------------------------	--	--	------

		pupils not eligible for PP, if appropriate.		
Development of a range of enhancing broad learning skills to build confidence and experience outside the classroom.	Subsidised funding for outdoor residential visits and school visits. Music lessons. Visitors to school to enhance SMC. After school clubs e.g. dance.	Positive feedback from staff, parents and children.	Continue with this approach	£12,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk