

# Pupil premium strategy statement (primary)

1. Summary information					
School	Springwood Heath Primary School				
Academic Year	2017/18	Total PP budget	£145,091	Date of most recent PP Review	February 2018
Total number of pupils	287	Number of pupils eligible for PP	91	Date for next internal review of this strategy	September 2020
Number of PP boys	46	Number of PP girls	45	Number of PP pupil with SEND support	40

Current attainment			
	<i>Whole school</i>	<i>Pupils eligible for PP (your school)</i>	
% making progress in reading	54%	52%	
% making progress in writing	54%	50%	
% making progress in maths	61%	55%	

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability) In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Children enter EYFS with low level attainments in all areas.
<b>B.</b>	Social, emotional and behaviour difficulties affecting well-being and progress
<b>C.</b>	A large proportion of pupil premium children are also on SEND Support

## External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance (not including 'enhanced provision children') and punctuality.
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## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Good progress is made by all PP children (keeping up with their non PP peers)	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>B.</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.

<b>C.</b>	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.
<b>D.</b>	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.

<b>Expenditure</b>	
<b>Academic year</b>	<b>2017/2018</b>

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved learning behaviours are seen by all children	Introduction of learning mentor to support learning for those children with additional social, emotional needs in line with school 'good to be green' behaviour policy	Tracking data and Progress Meetings has highlighted that for some children their poor learning behaviours are preventing progress e.g. lack of resilience through low self esteem	Termly meetings to highlight/identify those children whose behaviour is a barrier to their learning – using mindfulness and ROAR as a basis for improving learning attitude and access to learning Termly pupil progress meetings, liaising with Senior Leadership, Mrs Savage, class teachers alongside assessments	Mrs Savage	February 2020
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. Use of Power of Reading book-based English teaching and mastery led Maths curriculum with support of	Ongoing monitoring programme by Subject coordinators, Head, Assistant Head, SENCO and Governors  Termly data analysis through Pupil Progress Meetings	Mrs Thompson	Termly
<b>Total budgeted cost</b>				<b>Total - £30,054</b>	

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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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 (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	Monitor attendance Parent Survey  Seedlings for specific children Attendance at Parental Workshops	Mrs Pearson/Mr Hunt/Mrs Beacall	February 2020

**Total budgeted cost** Total: £12,381

### 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 Assessments from S/L – Claire Grace/Rebecca Wainwright as early intervention of additional needs Specialist teacher time – K Desbrough	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. Overseen by Mrs Beacall/Mrs Savage for those children highlighted as needing additional support – through school assessment system	Mrs Beacall	February 2020

Support for SEND PP children	Use of SEND support to ensure all PP SEND children's needs are being met, through regular assessments, tracking and additional staff to support	40% of our PP children are SEND children who need additional support to assist with their learning whether that be physically, e.g. support staff for hygiene needs or learning needs. Additional support staff C Grace/R Wainwright as S/L support	Termly Planning for Progress meetings with parents to communicate progress effectively Termly assessment reviews Mrs Beacall to oversee the evolving and complex needs of these SEND children	Mrs Beacall	
<b>Total budgeted cost</b>					<b>Total: £102,656</b>