

Pupil premium strategy statement

Springwood Junior Academy

Academy name	Springwood Junior Academy
Pupils in academy	186
Proportion of disadvantaged pupils	52%
Pupil premium allocation this academic year	£119,705
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	December 2021
Statement authorised by	Beki Malton
Pupil premium lead	Beki Malton
Governor lead	Jenny Hudson

Disadvantaged pupil progress scores for last academic year

(2018-19 academic year progress scores - no SATs scores in 2019-20 due to Covid-19)

Measure	
Reading	-1.8 (non pp 0.7) Below Average
Writing	1.9 (non pp 1.1) Above Average
Maths	0.6 (non pp -3.8) Above Average

Strategy aims for disadvantaged pupils

(2018-19 academic year attainment data - no SATs scores in 2019-20 due to Covid-19)

Measure	
Meeting expected standard at KS2	71% (non pp 67%)
Achieving high standard at KS2	6% (non pp 8%)

Measure	Activity
In KS1 PP to make good progress from FS2 and to meet age related expectations at the end of KS1.	New ACET phonics teaching programme, implemented from FS0 and delivered across school consistently. Reading books to be matched to personal phonic understanding and knowledge.

<p>To accelerate the progress of PP in KS2, particularly in relation to Reading.</p>	<p>New reading books purchased including fiction and non-fiction to promote reading for pleasure; enrichment of vocabulary.</p> <p>PP pupils are targeted through focus adults and interventions to ensure phonics and reading progress is accelerated.</p> <p>Access English Hub training – Developing a Reading Culture.</p>
<p>Improve progress rates of PP pupils with SEND specifically in reading and the development of vocabulary.</p>	<p>Access English Hub training - development of vocabulary.</p> <p>Personalised interventions implemented.</p>
<p>Barriers to learning these priorities address</p>	<p>Staff have greater awareness of barriers to learning which pupils face.</p> <p>Staff more aware of pupils with impoverished language and how they can support in the academy.</p>
<p>Projected spending</p>	<p>£25,000</p>

Teaching priorities for current academic year

Aim	Target	Target date
<p>Rapidly improve the progress rates of PP pupils with SEND specifically in reading and the development of vocabulary.</p>	<p>Review the whole class teaching of reading in line with recommendations from current relevant research / CPD (English Hub).</p> <p>Ensure staff have the skills and expertise to teach reading effectively so that teaching is adapted to meet the needs of the children (English Hub training/support from Inclusion Team).</p> <p>Ensuring that all PP children read regularly to practise skills and improve fluency through clear monitoring and targeted support (forms part of provision map for every cohort).</p>	<p>Termly monitoring as part of MER.</p> <p>Termly pupil progress meetings.</p> <p>Reading levels are assessed, tracked and monitored – half termly by the reading leads and bi-weekly by class teachers.</p>
<p>To ensure that PP GD maths is above national</p>	<p>To purchase resources to support the maths mastery approach (Dice, Numicon, concrete place value resources etc) based on recommendations from Maths leader and specialist teachers.</p> <p>Use open ended maths challenges and questions to encourage higher-order thinking – deeper understanding.</p>	<p>Termly monitoring as part of MER.</p> <p>Pupil progress meetings – opportunity to discuss strategies and the impact of these.</p>
<p>100% phonics pass rate in Y1 100% phonics pass rate in Y2, all children reading age appropriate texts.</p>	<p>Resources will be purchased in order to fully support pupil learning needs.</p> <p>Newly purchased phonics books for KS1 and KS2 support the newly implemented systematic and progressive phonic scheme.</p>	<p>Informal and half termly monitoring as part of monitoring cycle.</p>

	<p>New books will be purchased to reflect the curriculum and children's interests to support a love of reading.</p> <p>Additional resources to be purchased to enable children to have access to highly-engaging resources which supports learning of phonics.</p>	
<p>Other High-quality CPD</p>	<p>Good teaching is the most important resource schools have to improve outcomes for disadvantaged pupils. Quality CPD to be accessed by TAs, teachers and leaders to ensure staff have the correct, up-to-date subject knowledge and skills to lead learning through school and improve outcomes.</p> <p>See MER for CPD planning.</p>	<p>CPD planned within the monitoring cycle.</p>
<p>Projected spending</p>	<p>£35,000</p>	

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 Providing support to enable parents to read with their child regularly and effectively.</p>	<p>Working with parents and getting them involved in their child's academic learning is key. The inclusion leader and class teachers have strong relationships with parents.</p> <p>Working with English Hub will better support parental engagement with reading at home.</p> <p>Supportive remote workshops and guides will be used to improve support for parents so that they are more able to effectively support their children's learning needs at home.</p> <p>Reading challenges to be used to encourage family engagement with reading.</p> <p>CLC engagement – family learning – promoting learning together at home and the love of reading PP families are encouraged to engage.</p>

Priority 2 Baselines are analysed to identify specific needs.	A level 3 TA will analyse the baseline data for PP pupils. Needs are identified and targeted provision, interventions and support are provided to ensure all PP pupils' needs are met and accelerated progress can take place.
Barriers to learning these priorities address	SEND families lack of engagement. Low aspirations from home from some PP families. No text rich environment. Lack of encouragement from home.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1 To support some of the most vulnerable children in quality interactions with others, preparing them for everyday life, and self-regulation strategies.	<p>Funding will be used to ensure the best support is given to the children who need it the most. The support will focus on improving pupil interactions with others and improving pupils' self-management of emotions. This will take place as part of routine practice in class through modelling, coaching and facilitated learning.</p> <p>Ensuring a positive climate for learning in and out of class is paramount for all learners. As a result of this, funding will be used to support any vulnerable child during less structured times to ensure they are able to manage their feeling positively and improve interactions with others.</p> <p>An emotional literacy programme will be accessed by children with SEMH needs. This will focus on strategies to support emotion regulation, self-esteem, attitudes towards learning and social relationships in school dependent on need.</p>
Priority 2 To ensure PP have access to additional learning opportunities. To ensure the school resources serve the curricular intentions and	<p>In order to increase participation rates in school, visits and music lessons are subsidised, and clubs are free. Using funding to ensure free access to clubs enables children to develop skills and enjoy the variety of additional provision the school has to offer (subject to Covid-19 restrictions).</p> <p>School subscription to the school library service. Ensuring children have access to current, high quality texts at the appropriate level is paramount. This gives</p>

ensure effective curriculum implementation	priority access to resources including a wide range of curriculum workshops for children and individual reading support with avid readers (subject to Covid-19 restrictions).
Priority 3 To improve rates of attendance to improve pupil attainment.	Children have to be in school to be able to access learning. Designating time for attendance analysis ensures poor attendance is responded to rapidly and time is available to work with families proactively. Assistant Inclusion Manager to arrange meetings, send attendance letters out and liaise with EWO.
Barriers to learning these priorities address	High level of SEMH needs, poor attendance, low aspirations and low uptake in activities (if not free of charge).
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Accurate dissemination of the teaching of reading process so the approach is clear and consistent and quality CPD is delivered – time issue.	Releasing specialist staff / CPD within MER cycle / staff meeting time allocated /English Hub training
Targeted support	SEND and PP parents reluctant to engage and to take up support offered	Various informal strategies to engage parents and signposting of useful resources
Wider strategies	Staff training and expertise in supporting vulnerable children (particularly SEMH children) – time issue/releasing staff.	A range of opportunities for staff training, include online training. CPD planned within MER.

Review: last year's aims and outcomes

In line with government guidance, the academy closed on Friday March 20th 2020. As a result of school closures and the removal of statutory assessments, is not possible to evaluate the impact of pupil premium for the whole of 2020/2021.

Aim	Outcome (2018-19 outcomes as no formal data due to Covid-19)
Reading and writing percentages. Vocabulary rich environment	-1.8 (non pp 0.7) in KS2 in 2019. Still need increased focus to narrow the

	language gap between the 2 groups of pupils. On-going into 2020-21.
Parental engagement	<p>PP pupils' parents high level of attendance in non-academic workshops pre-Covid restrictions.</p> <p>Enjoy celebrating with their children – but lack of support at home with academic learning e.g. reading, phonics, number, times tables.</p> <p>On-going into 2020-21.</p>
Improved attendance	<p>PP attendance for 2019–20 was 93.2%</p> <p>NPP attendance for 2019-20 was 95.8%</p> <p>On-going into 2020-21.</p>