



Pupil Premium Mid-Term Review 2020-21

Pupil Premium governor champion: Mr Bill Howard

Teacher PP champions: Mr Adam Lumley / Mrs Julie Vaccari

Funding for Pupil Premium (PP) pupils is targeted well. Additional teaching hours allow for specialist tuition and small group teaching and teaching assistants have been trained to provide help in individual subjects. Consequently, all pupils who receive extra help are doing very well in reading, writing and numeracy.

SPRINGBANK OFSTED FINDINGS June 2014

Due to the effect of the global COVID-19 pandemic and subsequent national lockdown, the evidence and rationale for our PP improvement choices **will become part of our whole school recovery programme.**

Three significant pieces of research continue to steer and influence our PP improvement choices this year. A PP school DfE winner case study, the NFER seven building blocks of success and the EEF's 'A school's guide to implementation' evidence-informed school improvement'. Springbank school continues to be at the embedded stage for success. This continues to be a '**Working to reduce workload**' improvement plan.

We remain unerring in:

Having a whole school ethos of high attainment for *all* pupils. Addressing behaviour and attendance. Meeting individual learning needs. Seeing pupils as individuals, each with their own challenges, needs, talents and interests. Undertaking progress reviews of day-to-day quality teaching. Knowing the difference between a good teacher and bad teacher is a whole year's learning. We deploy staff effectively to their strengths and expertise. Secure clear, responsive leadership who are willing to do *whatever* it takes to help each individual pupil succeed. (NFER 7 building blocks for success)

Our current leadership mission is to use train-the-trainer strategies to: integrate metacognitive, collaborative and peer learning strategies/empowerment **and the children's ownership, resilience and independence** into our facilitation of learning through an explicit and progressive curriculum. This is **now accessed and stored on google-classroom for ease of access, continued development and quality assurance.** In 2021-22 child and parent/carer access will become a reality. Blended learning for all will give fair access to quality

educational provision no matter how challenging the circumstances. Continued CPD teacher mentoring/coaching and training e.g. inset training to ensure this is embedded and applied consistently throughout school.

DRAFT

1. Summary information

School	Springbank Primary School			
Academic Year 2020-2021	Total PP indicative budget	£119,750	Date of most recent PP Review	October 20
	Total number of pupils eligible for PP:	93		Mid-term May 2021
	Total number of pupils on school roll	236	Date for next review	Sept 2021

Due to the effect of the global COVID-19 pandemic and subsequent national lockdown, the figures used for attainment will be those obtained in 2019. Current data, whilst not yet showing measures achieved pre-COVID-19, pupil outcomes are showing progress is being made and indicates that our children are commencing a 'bounce back' with their learning.

2. Attainment 2019

Springbank Primary's figures for pupils eligible for PP (2019)		National figures for pupils not eligible for PP (2018) <i>*2018 figure as, at time of publication, 2019 progress data measures not available.</i>	
% achieving expectations in reading	88%	% achieving expectations in reading	73%
% achieving expectations in writing	71%	% achieving expectations in writing	79%

% achieving expectations in maths	77%	% achieving expectations in maths	76%
Progress measure in reading	2.4	Progress measure in reading	0.3
Progress measure in writing	1.1	Progress measure in writing	0.2
Progress measure in reading	1.2	Progress measure in reading	0.3

3. Barriers to attainment / Improvement questions

In-school / External barriers

- A. Due to the effect of the global COVID-19 pandemic and subsequent national lockdown, there was no national testing or moderation in summer 2020 and no moderation and reduced national testing in summer 2021. Furthermore, some vulnerable or extremely anxious children missed up to 6 months of school. As a result, an accurate, up to date, post lockdown audit of the children's attainment is required to inform future learning. This will ensure the school is effectively able to plan and deliver quality provision to best meet the individual needs of the children and move forward from the 2019 target of personal profiles. All children's writing has been internally moderated by staff working as KS1 and KS2 LA moderators over the autumn term. As a result, all year groups now have access to moderation and exemplification materials to ensure they know what is expected for their cohorts. This process will be repeated at the end of the summer term and externally quality assured.
- Pupil Progress meetings to restart again June 2021.
- B. In response to pupil voice, staff feedback and observations, it was discovered that staff didn't feel as confident teaching the recovery of reading, with so many entry levels due to self-isolation and COVID-19 effects. Additionally, many families have had limited access to books or other reading materials at home during the recent lockdown. This negatively affected the view and attainment of children's reading and we believe reading recovery is the first most vital priority for the road

	<p>to educational provision recovery for the large majority of children. There are also many new levels of disadvantage that need to be unpicked and the children prioritised (e.g. parents/ carers on zero hours' contracts/furloughed).</p> <p>Reading Recovery: To further develop quality teacher and classroom practise <i>for all DS pupils</i>, collating effective in-school practice and disseminating good reading practice from within school and that gained by external networking, wider reading, research and collaboration. Offering content and activities to complement school's CPD offer by building on in-school expertise and its application.</p> <p>Reading audit fully completed. Intervention team in place. Measuring of impact July 2021. New programme for delivery sent out to teachers to trial May 2021.</p>
C	<p>When discussing with pupils and teachers the lessons were predominantly teacher lead. The big question needs to be: in uncertain times how can we empower the children to be in charge of their learning and gain the confidence to work as independent learners? Would the model of Flip Learning be a solution to this problem?</p> <p>A 'Perfect Assessment' study group has been formed and staff have been regularly meeting on a weekly basis to discuss scholarship and feedback regarding the trialling of different pedagogical strategies and techniques to facilitate this process and place it truly at the heart of school improvement.</p>

4. Desired outcomes / Planned expenditure	
Academic year	2020/21
How do we use the pupil premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies?	

Quality of teaching for all. Active pedagogical ingredients

Desired outcome.	Success criteria:	How will the desired outcomes be measured?	Staff lead / Governor	Costings
<p>A. Attainment and progress vulnerability will be decreased for those at risk through the accurate auditing of children's achievement, facilitating the creation and delivering of quality provision, designed to meet the learning needs of individuals.</p>	<ul style="list-style-type: none"> Pupils will meet (or exceed) age related national expectations and/or progress across the curriculum matched to their starting points. (or post COVID-19 stating points) All staff will receive current accurate information enabling them to track and measure the progress of children in reading, writing, maths, phonics and spelling. (Pupil progress/achievement meetings will help to facilitate this process – starting June 2021) Staff will plan and deliver quality provision to meet the individual learning needs of all children. Curriculum now available on Google Classroom, facilitating Flip Learning' and subject leaders identify and share priority areas of development where additional focus is required and provide support to ensure the best pedagogical methods and strategies are applied. Where required, effective intervention will be in place. There will be close communication between staff, via online standards books, allowing the consistent application of knowledge and skills across the curriculum. Online standards books will provide clear communication between staff teams, allowing subject experts/specialists and intervention staff to 	<p>2021 within-school moderated data. EYFS profiles, Y1 phonics screening, Y2 and Y6 results. KW/AL/JV/HT</p> <p>Audit of pupil voices and interviews. JV/KW/AL</p> <p>Learning walks / visits and work/standards book scrutiny. RG/AL/KW/JV/HT</p> <p>Moderation: AL</p> <p>Staff presentations and training All areas: JV Maths: KW English: AL Phonics/spelling: AL/HT</p>	<p>QA</p> <p>AL/CJ/JV QA governor: BH</p> <p>KW/AL/JV QA governor: CC</p> <p>All subject leads QA governor: CCa.</p> <p>Staff lead / Governor QA KW QA: FGB / Finance committee</p>	<p>Creation of post lockdown achievement audits: £5,000 (E01)</p> <p>Placement of specialist teachers: £30,000 (E01)</p> <p>Creation of knowledge organisers: £3,600 (E01)</p> <p>Moderation £3,600 (E01)</p> <p>Costings</p>

	<p>provide up-to-date information for staff, to aid swift remedial action and plot the learning and pedagogical routes needed to gain expected progress. Designated staff to monitor and quality assure in place.</p> <ul style="list-style-type: none"> • All staff will have received pedagogical PD to facilitate development of quality teaching for <i>all</i>. • Knowledge organisers and writing purpose documents will guide and steer accurate assessment in disciplined subjects. They will be used by both teachers and pupils. Parents/carers will have access to them from the school website. • Perfect Assessment trials are enabling teachers to develop a well-balanced educational philosophy and seek evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. This is becoming part of everyday practise, reflecting and responding to information from dialogue, demonstration and observation in ways that enhance ongoing learning. Therefore, empowering learners to become independent through sharing learning intentions and criteria; engineering effective classroom discussions, formative feedback, activating learners as resources for each other and activating learners as owners of their own learning. • The implementation of a new writing sequence <p>Engage HOOK Engage the children in the task through a launch day activity, trip, high quality text, video stimulus etc.</p> <p>PURPOSE There is a clear purpose to the outcome of the writing and this is sometimes authentic</p>			<p>Specialist teaching Y6:</p> <p>£20,000 (E01)</p> <p>TOTAL: 67,200</p> <p>Leadership release time:</p> <p>£5,000 (E01)</p>
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AUDIENCE

The children are clear about who they are writing for and this is authentic

Discover

SATURATE

Children are immersed in a range of high-quality texts that exemplify the purpose of the writing and provide them expert knowledge of the subject.

DECONSTRUCT

Children are given opportunities to analyse texts by exploring the organisation, text and language features.

DABBLE

Opportunities are planned for children to rehearse ideas before writing. They experiment, choose, practise and play with the language features.

Compose

PLAN

Children are taught to plan using boxed-up planning grids and are confident in writing introductions, conclusions and topic sentences.

DRAFT

Children are given opportunities to draft ideas and are given sufficient worked examples through shared and guided writing.

Evaluate

REVISE

Activities are planned to allow children to improve how their writing sounds. They can to expand sentences, remove information, substitute words and phrases or change the order of information.

EDIT

Activities are planned for children to improve how their writing looks. Through adding capital letters and punctuation and checking their spelling.

ASSESS

End-of-year standards are used to assess children's attainment in writing. Assessment procedures reflect those completed by Y2 and Y6.

Publish

PUBLISH

There are opportunities for children to complete a final version of their writing. The purpose of the writing is fulfilled, and the writing is read by the target audience.

Desired outcome.	Success criteria:	How will desired outcomes be measured?	AL / KW/ CJ/ HT	Specialist reading team
<p>B. Reading Recovery programme created and delivered: To further develop effective classroom practise, collating effective in-school practice, wider reading, research and collaboration. Offering content and activities to complement school's PD offer by building on in-school expertise and its application.</p>	<ul style="list-style-type: none"> Pupils will meet (or exceed) age related national expectations and/or progress in reading across the curriculum. Creation of T&L applied reading document available for all staff informing and structuring PD programme. (Process started in Sept 2020 and shared with the reading lead) Develop and foster a love of reading for staff, parents and children throughout school taking into account the rights of the reader and the challenging circumstances we currently teach in. This will include the further development of virtual reading assemblies, a variety of quality class texts (linking to learning themes and enabling children to discuss good practise and facilitate them writing as readers) and virtual reading events e.g. breakfasts, World Book Day, Masked Reader competition, picnics and bedtime stories. DP's blended learning and recent work giving the children a voice. Blended learning reading assembly to start again every week- June 2021. This gives effective strategies for reading for regarding pleasure and knowledge of authors. Time is given in class for reading for pleasure- 20mins per day To establish where we are in our current practise and establish the next steps for our school. Responding to test analysis, vocab, inference and retrieval are taught more frequently than other domains within a balanced reading curriculum. A book audit to be completed ensuring children have easy access to a diverse range of quality texts 	<p>2021 internal and in-school data. EYFS profiles, Y1 phonics screening, Y2 and Y6 results. KW/AL/JV</p> <p>Planned CPD programme and document. AL</p> <p>Pupil, staff and parent voice. JV/RG/AL/SD</p> <p>Analysis of practice. RG/AL/SD/JV</p> <p>Book audit SD and revamping of the school library and reading areas</p>	<p>AL/JV</p> <p>QA: CCa</p> <p>JV/RG/AL/SD</p> <p>QA: CCa</p> <p>RG QA: BH</p> <p>SD QA:CCa</p> <p>RG/AL/JV</p>	<p>3,000 (E01)</p> <p>£25,000 (EO3)</p>

	<p>at the correct level</p> <ul style="list-style-type: none"> The creation of a blended leadership and management toolkit, headlines and key thoughts for leaders, which inform clear, progressive action plans and monitoring of application and understanding The introduction of micro rules for non-fiction texts within a T&L applied reading document. All staff will receive current accurate information enabling them to track and measure the progress of children in reading, phonics and spelling. This will enable the children to be taught according to their needs. <ol style="list-style-type: none"> Caterpillars: Pre-Key stage standards and Access for All- revisiting phonics, common exception words and HFWs. Cocoons: Fluency skills Butterflies: A broad, balanced reading curriculum. Pupils (who need to) will have had opportunities for additional practise (additional or different). <ul style="list-style-type: none"> The reintroduction of the Accelerated Reader programme and testing for years 4 and 5. A COVID-19 safe way for school to ensure books are being accessed at home regularly. including the creation of home-learning progressive reading sentences and the promotion of 'Epic Books' and other online libraries. Vocabulary progress will have been tracked by the improvement leads each week and celebrated. Teachers will have given pupils precise feedback 	<p>Learning walks, monitoring RG/AL</p> <p>T&L applied reading document and CPD AL</p>	<p>QA: CCa</p> <p>AL</p> <p>QA: CCa</p> <p>AL/SD</p> <p>QA: BH</p>	
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<p>Desired outcome.</p> <p>C. To use Flip Learning as a student focussed learning model, facilitated by the appropriate blended learning infrastructure including relevant hardware, software and safety procedures. Pupils will become confident independent learners, taking control of their own learning. It will be a mastery-based model, giving the children as much time as they require and to move forwards when they are ready. Instead of the teacher acting as 'The Sage on the Stage', they become the 'Guide</p>	<p>which pupils can respond to at the beginning of every lesson. This information will be recorded in the classes' standard books.</p> <ul style="list-style-type: none"> An 'accelerate your reading' programme will have been delivered for the most vulnerable <p>Success criteria:</p> <p>Slow burn, big bonfire improvement. 2020-2022</p> <ul style="list-style-type: none"> A working learning platform is in place and used across the school in line with the whole school strategy. There is sufficient hardware and software available to all children to meet the needs of the flip learning curriculum. It must be affordable, reliable, easy to use and to access. There is a solution in place to ensure that all children have access to the relevant infrastructure. The creation of a taxonomy for digital learning, to allow staff and children to understand the differences between the learning experiences on offer. To establish a list of the quality tools and resources on offer. Staff and pupils trained to access and use the quality tools and materials on offer. An appropriate learning platform established to 	<p>Learning walks, monitoring and pupil interviews/voice RG</p> <p>How will desired outcomes be measured?</p> <p>HT working alongside subject specialists</p> <p>HT resource audit</p> <p>HT working</p>	<p>JV/SD</p> <p>HT /JV</p> <p>Government specialists</p> <p>RG QA: CCa</p>	<p>Specialist team:</p> <p>£20,000</p>
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<p>on the Side'. This model will allow the children to re-watch, pause, take breaks if required, have independent access to a variety of quality resources and choose when and where they learn. Pupils will be coming into class prepared for learning. It will also allow the teacher to spend more time facilitating the application of knowledge and spend more time meeting with the children.</p>	<p>track the achievement of pupils.</p> <ul style="list-style-type: none"> • All staff and children are working to a clear e-safety policy that is supported by appropriate resources. • Access to technology is effectively supporting a seamless transition between school and home-based learning. • Homework will transform into home learning. 	<p>alongside external IT specialists.</p> <p>HT line management of specialist team.</p>		<p>TOTAL COST: £120.200</p>
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What is the evidence and rationale for these improvement choices?

Sutton Trust found that, 'The effects of quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.

July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.

The Early Catastrophe Paper (Hart and Risley, 2003) reports:

Vocabulary (at age 3) of a child from a disadvantaged family: 500 words. Vocabulary (at age 3) of a child from a professional family: 1,100 words.

It is important to develop and increase all pupils' vocabularies. The EEF identified oracy approaches as promising and are conducting further investigation into the academic benefits.

Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.

Ofsted New Framework Requirement: 26: Quality of education. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life

Perfect Assessment for Learning states that: 'Genuine AFL occurs at the point of learning- that moment when a learner engages in personal reflection or interacts with you or another pupil in order to make sense of what is being learned.... AFL is about empowering pupils to be owners of their own learning. That is to say, learners who can understand where they currently are, what they need to do to improve and exactly how to do this'