

# Pupil premium strategy statement: Springfield School

2018-2020

1. Summary information					
School	Springfield School				
Academic Year	19-20	Total PP budget	£176,615	Date of most recent PP Review	Sept '19
Total number of pupils	1085	Number of pupils eligible PP	210	Date for next internal review of this strategy	Sept '20
2. Current attainment (2018-19 Year 11)					
			Pupils eligible for PP	Pupils not eligible for PP	
% achieving grade 4+ (5+) English & Maths			33.3 (24.2)	44.9 (65.42)	
Progress 8 score av. (Shadow data: – 4 ‘off-site’/AP students )			-0.94 (-0.44)	-0.17	
Attainment 8 score av. (Shadow data: – 4 ‘off-site’/AP students )			34.5	46	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
1.	Lack of progress/knowledge/skills (inc. prior KS1/2) for some disadvantaged (PP) students in Maths and English (progress gap exists between them and others)				
2.	Under-developed positive learning behaviours (e.g. engagement, concentration, organisation) for some PP students				
3.	SEMH (social,emotional and mental health) and behavioural issues for some PP students				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
1.	Persistently low (historical) absence rates for some disadvantaged students on arrival at Springfield (<90%)				
2.	Challenging home lives/circumstances, lack of ‘cultural capital’ and background issues such as attachment difficulties, relational trauma				
3.	Students who are facing the challenges associated with SEMH (social,emotional and mental health) (e.g. anxiety)				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		
1.	‘Progress gap’ for all PP students is eliminated across all years (primary focus: English and Maths)		Internal data shows a close ‘match’ at each assessment point, Y11 progress 8 gap is further reduced/eliminated		
2.	All PP students are engaged and enjoying their learning		Lesson/student observation and student voice feedback confirm positive engagement in subject areas across all years		

3.	All PP students understand themselves as learners (meta-cognition) and can describe what they need to do to learn/improve (based on clear feedback and support)	Student voice and student interviews (via DP Champions) provide evidence to support Progress improves for all individuals
4.	The attendance of PP students overall reaches 92% and persistent absence rate falls to <12% for this cohort	Attendance improves for target individuals 92% overall by July 2020, <12% PA by July 2020
5.	PP students actively participate in wider school life such as extra-curricular events/clubs and wider learning opportunities	Equitable representation in school council and house leadership for PP Participation rates are high for PP students in all clubs/trips/events with all students having taken part in at least one trip and one club during the academic year

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	What was the <u>impact</u> ?	Lessons learned (and whether you will continue with this approach)	Cost
PP students understand own learning journey, process and progress (meta-cognition), and they are able to self-regulate	Small group work, staff training, 1:1 DP champion work/survey	PASS survey data positive for years 7-10: Majority (6/9) question areas green (above national av.) and others yellow (in line with national) Selected KS4 students received small group CBT/exam stress support work with a member of the Portsmouth MABS team which positive and well received. Alternative provision has supported students engagement with reduced FTE (2 students, 4 days 19-20 compared to 6 students 12 days) for the AP cohort.	A positive 'work in progress' to be continued as identified above. Works best in small groups with a personal approach. AP/B04 supportive and successful	Staff Leadership £1000
PP students receive regular, detailed and targeted (formative) feedback (with focused opportunities to respond/improve as a result	'DP entitlement' Staff training and routine work scrutiny	Book scrutiny's evidence marking which is formative and focused for DP students. DP student voice confirms that they have work marked and that it is useful. In most cases students respond to marking. Book scrutiny and lesson ob/learning walk feedback demonstrates overall improvement in quality Ofsted Oct 19: 'A 'teacher champion' supports disadvantaged pupils to get the most out of school. This works very well, overall'.	More of the same required, with a greater push and time allowance for student responses Continue to use/try a variety of approaches to feedback e.g. verbal, online (GC), written (formative)	Staff Leadership £4000
PP students are engaged, challenged and enjoying learning	'DP entitlement' Staff training and routine focused learning walks	Learning walks and lesson observation feedback show that most PP students are engaged and enjoying their learning in a wide variety of lessons. Teachers challenge PP students with carefully planned tasks and targeted Q&A. Progress data shows that the gap between PP and the rest is small. Lesson observation shows strong engagement.	We will continue to drive this desired outcome through strategic QTLA action planning	Staff Leadership £4000
PP students are making secure and sustained progress in English and Maths as a result of good or better teaching	'DP entitlement' Teaching and learning approach. Small group work, withdrawal, support,	Progress data shows narrowing gaps for DP students and 'shadow' DP data (above) demonstrates sustained 'year on year' improvements and a reduced gap between DPs and the others. Ofsted Oct 19: 'Leaders care passionately that disadvantaged pupils get every opportunity to succeed'.	We will continue to drive this desired outcome through strategic QTLA and intervention based action planning	Core staffing/ support £30000

Parents are engaged and have ample opportunity to discuss academic progress, attendance, behaviour. Parents/carers understand how they can better support their children (A4A style approach)	Targeted DP parents evening Website/online resources	Positive parental feedback and greater 'engagement' with 90% of invited parents attending the additional targeted evenings (one Y11 parent commented that she had never been to a regular parents evening but the nature of the targeted version made it: 'much easier and more comfortable' for her) Parents are supporting students more effectively with online resources (student voice)	We will continue to drive and further improve (greater contact) this desired outcome through well timed and clear communications Develop use of digital communications e.g. school comms for attendance, behaviour and parents evenings	Staff Leadership £1000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What was the <u>impact</u>?</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>PP students receive targeted intervention and support (Maths and English) based on clearly identified needs/diagnosis</b>	Targeted small group, 1:1, withdrawal. Diagnostic testing, question level analysis (QLA) following tests	Progress data shows narrowing gaps for DP students and 'shadow' DP data (above) demonstrates sustained 'year on year' improvements and a reduced gap between DPs and the others. Gap has reduced to 0.19 English PP 5+: 39.4%, 4+: 54.6% (both significant year on year improvements – over 15%)	We will continue to drive this desired outcome through strategic QTLA and intervention based action planning	Core staffing/ support £25000
<b>Targeted PP students in year 7 make sustained progress in English and Maths which is at least as good as their non-DP counterparts</b>	targeted DP parents evening plus before/after school booster sessions	Progress data shows narrow gaps for Y7 DP students End of year showed a gap of 12% for DP students achieving 2+ (on track) grades in all subjects. This was a reduction of 3% on the previous year. In Maths and English the gap was 15% for 2+	We will continue to drive this desired outcome through strategic intervention based action planning.	Core staffing/ support £10000 Catch up fund
<b>Students in year 11 are 'exam ready' and they have controlled assessment work which matches their projected grades</b>	Targeted small group, 1:1, withdrawal. Diagnostic testing, question level analysis (QLA) following tests. Focused, targeted revision days	Progress data shows narrowing gaps for DP students and 'shadow' DP data (above) demonstrates sustained 'year on year' improvements and and the gap has reduced to 0.19 English PP 5+: 39.4%, 4+: 54.6% (both significant year on year improvements – over 15%) Controlled assessment marks largely meet or exceed the target grades for each student. Student feedback form the booster revision days (Marriott hotel) is highly positive with one student commenting: 'it helps us really focus on the key elements of the exam and how to write the best answers we can'.	We will continue to drive this desired outcome through strategic intervention based action planning.	Booster day set up and staff leadership £5000

### iii. Other approaches

Desired outcome	Chosen action / approach	What was the <u>impact</u> ?	Lessons learned (and whether you will continue with this approach)	Cost
<b>Students receive support to build aspiration and gain a greater understanding of the real world of work</b>	Girls network programme (Y10 only) Work experience (inc bespoke package for some DP)	Positive feedback from last years cohort from the girls, leaders and business mentors. Destination data shows successful placement in employment and/or training/FE. <b>90% of the 18-19 Y10 cohort (10 girls) have reported increased engagement, better attendance, improved confidence</b> and all have signed up for a follow up communications workshop For those students taking part in extended work experience we have seen <b>improved attitudes, attendance (+20%) and confidence.</b>	It is intended that we will continue with this innovative and successful approach. This model has been extended to include non-PP students.	£10000
<b>Students have access to the most appropriate curriculum (including alternative provisions)</b>	Extended work experience, Highbury college part time courses, Harbour school (various), modified and part time timetables	For those students in receipt of an alternative curriculum we can demonstrate much <b>improved attendance, better attitude to learning (engagement), reduced behaviour incidents/exclusions and greater progress</b> (relative to the expectations and requirements of the respective courses). <b>100% reduction in the rate of FTE for 8/10 of the students working in B04</b> <b>B04 introduction successful</b> <b>100% pass rate for those PP students attending P/T L1 courses (Construction, Hair &amp; Beauty) at Highbury</b>	It is intended that we will continue with this innovative and successful approach. This model is also successful with non-PP students. B04 developed to suit the needs of the range of learners present	£30000
<b>Attendance improves for all DP students and the rate of persistent absence falls</b>	DP parents eve, home contact/visits, use of SAT (school attendance team), use/review of IAPs	Whilst overall attendance (and the rate of persistent absentees) remains lower for DP students we have seen improvements for many individuals. <b>53% of PP students made an improvement during the year</b>	It is intended that we will continue with this approach although the use of the Portsmouth SAT (school attendance team) SLA is under review This model is extended to include non-PP students	SAT SLA £5000 Pastoral manager time £10000
<b>Students in year 7 have opportunities to grow confidence and sense of belonging/team</b>	Eco-challenge residential (sustainability trip)	<b>Students participating in the eco-challenge trip have increased confidence, teamwork skills and greater independence as a result of time away from home.</b>	It is intended that we will continue with this innovative and successful approach.	£1000

<b>Students are able to access extra-curricular clubs and trips which support their wellbeing and progress</b>	Amenties/support fund	Students participating in extra-curricular activities/trip have <b>increased confidence, teamwork skills and greater independence.</b> Some benefit from opportunities outside school e.g. attending a performing arts club	It is intended that we will continue with this successful approach.	£2000
<b>PP students receive the support required to cope with the demands and rigours of daily school life including targeted support (e.g. behaviour or SEMH) when required</b>	MABS, CAMHS clinic, trained staff, SEN team	Students are supported in many ways and this has supported our <b>positive PASS survey data</b> and year on year improvements for our PP cohort <b>MABS feedback reports demonstrate improved attitudes to school and self</b>	It is intended that we will continue with this successful approach. MABS group work to continue NHS Solent school nurse visits to continue	£4500
<b>Students have the necessary equipment to allow them to learn and make progress</b>	Amenties/support fund	Students have the <b>necessary equipment to allow smooth progress.</b> e.g. digital camera, art equipment, stationary with many examples of in year purchases leading to better outcomes e.g. Art/D&T equipment pack for KS4 students	It is intended that we will continue with this successful approach.	£5000

6. Planned expenditure					
Academic year	2019-2020				
The three headings below show how we demonstrate the use of Pupil Premium funding to improve classroom pedagogy, provide targeted support and 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?
PP students understand own learning journey, process and progress (meta-cognition), and they are able to self - regulate	Staff involve students in planning and discussions around the learning process (general and subject specific). Students understand the journey, context and relevance of their learning. Excellence for everyone Y7 project.	Low cost, very high impact (EEF toolkit)	Consistent staff training, lesson observations, book scrutiny 2020 teaching handbook guidance	WIJ/RON BIO	During departmental and year office reviews and following annual GCSE results
PP students receive regular, detailed and targeted (formative) feedback (with focused opportunities to respond/improve as a result	All staff provide regular, detailed and effective feedback	Low cost, very high impact (EEF toolkit)	Ongoing implementation of the 'DP Entitlement' Consistent staff training, lesson observations, book scrutiny. 2020 teaching handbook guidance	RON/HoDs	Termly book reviews and work scrutiny during departmental and year office reviews
PP students are engaged, challenged and enjoying learning	Staff employ the strategies as outlined within the 'DP Entitlement' for classroom teachers (including: priority questioning, individualised planning, careful seating..)	Quality of engagement/enjoyment and relationships is central to the learning process	Maintain and review the Springfield 'DP entitlement'. Train/re-train staff as required. Provide regular and routine updates (staff briefings). 2020 teaching handbook guidance	WIJ/LAF	Annual School review (mid-year). Calendared departmental and year office reviews

<b>PP students are making secure and sustained progress in English and Maths</b>	Staff employ a 'mastery' approach (based on a carefully planned curriculum/scheme and assessment 'flightpath') revolving around a test - learn/practice – test etc. cycle (plus 'interleaving') Students receive targeted support and intervention as required.	Medium cost, high impact	Subject reviews Line management checks. 2020 teaching handbook guidance	BON MCS WHN	PGAP meetings following data entry points Subject reviews LM meetings Final results 2020
<b>Parents are engaged and have ample opportunity to discuss academic progress, attendance, behaviour. Parents/carers understand how they can better support their children.</b>	Staff (inc. tutors) make regular and routine contact with parents of DP students. An additional 'targeted' parents evening will be held for each year group. Parents will have a meeting lasting no less than 30 mins. Schoolcomms used to communicate key info. via app.	Parents feel more involved and engaged in the education process. Parents better placed to support/challenge as required. All school systems and approaches are fully understood by parents.	Year office and departmental line management	WIJ/HoA	Parent survey and feedback Parents eve uptake %
<b>Total budgeted cost</b>					<b>£60,000</b>
<b>ii. Targeted support</b>					
<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>
<b>PP students receive targeted intervention and support (Maths and English plus others) based on clearly identified needs/diagnosis</b>	Timetable/set structure is designed to support smaller group sizes for particular sets. HLTA staff withdraw students for focused 1:1 work.	Students make better progress when working in nurture groups. Misconceptions and skills gaps can be tackled at a pace which suits individuals rather than a larger group.	Year office and departmental line management	WIJ/HoA WHN	Termly PGAP meetings Departmental review
<b>Targeted PP students in year 7 make sustained progress in English and Maths which is at least as good as their non-DP counterparts</b>	Challenge the Gap 'Excellence for Everyone' programme (Challenge Partners) Breakfast clubs for targeted students	Well structured/tested approach with guidance from experienced professionals and colleagues in other local schools (Challenge Partners)	Run with support/guidance from Challenge Partners professionals	LAF/BIO/ HAB	Half termly meetings PGAP AR data points



<b>Students in year 11 are 'exam ready' and they have controlled assessment work which matches their projected grades</b>	Marriott hotel spring revision camp Holiday revision sessions Before/after school revision sessions (P0/6)	Med cost, high impact	Staffed by core HoDs with DHT support Teaching staff target individuals to ensure attendance	WHN/Core HoDs	Exam results and feedback on the day PASS survey data
<b>Total budgeted cost</b>					<b>£35,000</b>
<b>iii. Other approaches</b>					
<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>
<b>Students receive support to build aspiration and gain a greater understanding of the real world of work</b>	Girls network Careers interviews PDL and focus days Work experience (including regular work experience for some)	Positive stakeholder feedback and successful destination data	Experienced staff in school working with lead staff from various agencies	LAF LOS	Annually following each activity Destination data NEET figures
<b>Students have access to the most appropriate curriculum (including alternative provisions)</b>	Use of Highbury College weekly courses e.g. Construction And full time courses Use of N2S (near to school) Use of 'Short Stay School' (Harbour Tipner) Springfield SEN provision – B04	Happier, more engaged students who can better regulate emotions and behaviour choices	Working closely with parents and colleagues at Highbury College	WIJ LOS RKS	Termly and at the middle/end of each course SEN reviews
<b>Attendance improves for all DP students and the rate of persistent absence falls</b>	Strategic approach to raising attendance including form tutor and year office working closely with students and parents. Raising attendance plans. Rewards.	Evidence shows that good attendance leads to better outcomes and establishes good habits for the future.	Collective approach to include careful checks via line management	WIJ HoA	Annual Year office reviews. LM meetings bi-weekly checks
<b>Students in year 7 have opportunities to increase participation</b>	Residential trip for year 7 PP students (Eco-challenge)	Builds confidence, friendships, teamwork, resilience. Students return to school ready for the challenges ahead.	Liaison with lead staff at the centre	LOS	At the end of the week
<b>Parents are engaged and have ample opportunity to</b>	Staff (inc. tutors) make regular and routine contact with parents of	Parents feel more involved and engaged in the education process.	Year office and departmental line management	WIJ/HoA	Parental survey

<b>discuss academic progress, attendance, behaviour. Parents/carers understand how they can better support their children.</b>	DP students. An additional 'targeted' parents evening will be held for each year group. Parents will have a meeting lasting no less than 30 mins.	All school systems and approaches are fully understood by parents.			
<b>Students are able to access extra-curricular clubs and trips which support their wellbeing and progress</b>	Support offered to students on a case by case basis for a variety of clubs/trips/events	Improves skills and confidence in areas which may be prohibitively expensive	Checks on attendance and feedback from staff leads	Various	Annual report on extra-curricular activities
<b>Build confidence and gain a 'voice' within the school community</b>	Student voice Prefect roles Student leadership (e.g. house)	Improves confidence and communication skills	Student voice lead and heads of house structure/monitor	WIS HoH	Feedback on breakdown of students involved (termly)
<b>Feel valued and rewarded for working hard and 'doing the right thing'</b>	House rewards system House leadership roles Extra-curricular clubs and activities End of year rewards trips	Increases sense of belonging and team (student voice desire)	Heads of house and DHT lead	WIJ HoA HoH	PASS survey annually
<b>PP students receive the support required to cope with the demands and rigours of daily school life including targeted support (e.g. behaviour or SEMH) when required</b>	Pastoral manager support MABS individual counselling and group CB/exam stress work Mentoring with external visitors (e.g. Colin Young) CAMHS clinic Use of N2S (near to school) Use of Short Stay School (Harbour Tipner) ELSA support (emotional literacy)	Students are settled and happy and more able to cope with and access the full range of lessons. Students are better equipped to deal with the many demands of life as a teenager.	DHT lead/monitor	WIJ LOS HoA RKS	Termly meetings – MABS Mid and end of course reviews SEN LM mtgs
<b>Students have the necessary equipment to allow them to learn and make progress</b>	Amenities support fund	Students have no barriers in terms of basic equipment	DHT lead/overview	WIJ LAF	Financial review termly plus end of year impact analysis
<b>Total budgeted cost</b>					<b>£80,000</b>

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

In allocating PP funding it is important to note that the information above is a guide. We endeavour to support all PP students as appropriate and as required. Sometimes they are part of a larger group receiving the support and benefits of an initiative, trip, intervention or otherwise. Other times they may receive specific targeted individual support e.g. 1:1 teaching, alternative provision or resource purchase (e.g. equipment or payment for an extra-curricular activity). Each pupil does not have a separate 'account' rather we draw on the funding 'pot'. Staffing costs must also be factored in: we have allocated funds for 'lead' roles in this area, notably a portion of Deputy Head time, a specific TLR post-holder and five pastoral managers (one attached to each year group) who each work closely with many PP students.



