

Pupil premium strategy statement: Springfield School

2017-2019

1. Summary information					
School	Springfield School				
Academic Year	18-19	Total PP budget	£195,020	Date of most recent PP Review	
Total number of pupils	1128	Number of pupils eligible PP	196	Date for next internal review of this strategy	Sept '19
2. Current attainment (2017-18 Year 11)					
			Pupils eligible for PP	Pupils not eligible for PP (national average)	
% achieving grade (4+) 5+ English & Maths			18.18	50.22	
Progress 8 score av. (Shadow data: – 4 'off-site'/AP students)			-0.99 (-0.32)	-0.12	
Attainment 8 score av. (Shadow data: – 4 'off-site'/AP students)			33.06	48.45	
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 (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) issues for selected 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 (<90%)				
2.	Challenging home lives/circumstances and background issues such as 'attachment disorder'				
3.	Students who are facing the challenges associated with mental health problems (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	
2.	All PP students are engaged and enjoying their learning in the majority of their lessons			Lesson/student observation and student voice feedback confirm positive engagement in the majority of subject areas	

		across all years
3.	All PP students understand themselves as learners and can describe what they need to do to improve (based on clear feedback)	Student voice and student interviews (via DP Champions) provide evidence to support
4.	The attendance of PP students overall reaches 92% and persistent absence (PA rate - % who are <90%) falls to <12%	92% overall by July 2018, <12% PA by July 2018

5. Planned expenditure

Academic year

2018-2019

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?
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	Low cost, very high impact (EEF toolkit)	Consistent staff training, lesson observations, book scrutiny	WIJ	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	RON/HoDs	Termly
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)	WIJ/LAF	Annual School review (mid-year)

PP students are making secure and sustained progress in English and Maths	Staff employ a 'mastery' approach (based on a carefully planned curriculum/scheme and assessment 'flightpath') revolving around a test - learn/practice – test etc. cycle Students receive targeted support and intervention as required.	Medium cost, high impact	Subject reviews Line management checks	BON MCS	PGAP meetings following data entry points Subject reviews LM meetings
Parents are engaged and have ample opportunity to discuss academic progress, attendance, behaviour. Parents/carers understand how they can better support their children.	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.	Parents feel more involved and engaged in the education process. All school systems and approaches are fully understood by parents.	Year office and departmental line management	WIJ/HoA	Parent survey and feedback
Total budgeted cost					£60,000
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?
PP students receive targeted intervention and support (Maths and English) based on clearly identified needs/diagnosis	Timetable/set structure is designed to support smaller group sizes for particular sets. HLTA staff withdraw students for focused 1:1 work.	Parents feel more involved and engaged in the education process. All school systems and approaches are fully understood by parents.	Year office and departmental line management	WIJ/HoA	Termly PGAP meetings
Targeted PP students in year 7 make sustained progress in English and Maths which is at least as good as their non-DP counterparts	Challenge the Gap programme (Challenge Partners)	Well structured/tested approach with guidance from experienced professionals (Challenge Partners)	Run with support/guidance from Challenge Partners	LAF	Half termly meetings

Students in year 11 are 'exam ready' and they have controlled assessment work which matches their projected grades	Marriott hotel spring revision camp Holiday revision sessions Before/after school revision sessions	Med cost, high impact	Staffed by core HoDs with DHT support	WHN/Core HoDs	Exam results and feedback on the day
Total budgeted cost					£35,000
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?
Students receive support to build aspiration and gain a greater understanding of the real world of work	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
Students have access to the most appropriate curriculum (including alternative provisions)	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)	Happier, more engaged students whocan better regulate emotions and behaviour choices	Working closely with parents and colleagues at Highbury College	WIJ LOS	Termly and at the middle/end of each course
Attendance improves for all DP students and the rate of persistent absence falls	Strategic approach to raising attendance including form tutor and year office working closely with students and parents. Raising attendance plans. Rewards.	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
Students in year 7 have opportunities LOS – Eco-challenge (sustainability trip)	Residential trip for year 7 PP students	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
Parents are engaged and have ample opportunity to	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

discuss academic progress, attendance, behaviour. Parents/carers understand how they can better support their children.	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.			
Students are able to access extra-curricular clubs and trips which support their wellbeing and progress	Support offered to students on a case by case basis	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
Build confidence and gain a 'voice' within the school community	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)
Feel valued and rewarded for working hard and 'doing the right thing'	House rewards system House leadership roles Extra-curricular clubs and activities	Increases sense of belonging and team (student voice desire)	Heads of house and DHT lead	WIJ HoH	PASS survey annually
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	Pastoral manager support MABS counselling Mentoring with external visitors (e.g. Colin Young) CAMHS clinic Use of N2S (near to school) Use of Short Stay School (Harbour Tipner)	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	Termly meetings – MABS Mid and end of course reviews
Students have the necessary equipment to allow them to learn and make progress	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
Total budgeted cost					£80,000

6. Review of expenditure

Previous Academic Year

2017-18

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
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 – particularly ‘self-regard as a learner’ and overall showed year on year improvement for DP students from 2017. Selected KS4 students received small group CBT work with a member of staff which positive and well received.	A positive ‘work in progress’ to be continued as identified above. Works best in small groups with a personal approach.	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 conforms that they have work marked and that it is useful. In most cases students respond to marking.	More of the same required, with a greater push and time allowance for student responses	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.	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.	We will continue to drive this desired outcome through strategic QTLA and intervention based action planning	Core staffing/ support £30000

<p>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)</p>	<p>Targeted DP parents evening Website/online resources</p>	<p>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 for her) Parents are supporting students more regularly with online resources (student voice)</p>	<p>We will continue to drive and further improve (greater contact) this desired outcome through well timed and clear communications</p>	<p>Staff Leadership £1000</p>
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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
<p>PP students receive targeted intervention and support (Maths and English) based on clearly identified needs/diagnosis</p>	<p>Targeted small group, 1:1, withdrawal. Diagnostic testing, question level analysis (QLA) following tests</p>	<p>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.</p>	<p>We will continue to drive this desired outcome through strategic QTLA and intervention based action planning</p>	<p>Core staffing/ support £25000</p>
<p>Targeted PP students in year 7 make sustained progress in English and Maths which is at least as good as their non-DP counterparts</p>	<p>targeted DP parents evening plus before/after school booster sessions</p>	<p>Progress data shows narrow gaps for Y7 DP students</p>	<p>We will continue to drive this desired outcome through strategic intervention based action planning.</p>	<p>Core staffing/ support £10000 Catch up fund</p>
<p>Students in year 11 are 'exam ready' and they have controlled assessment work which matches their projected grades</p>	<p>Targeted small group, 1:1, withdrawal. Diagnostic testing, question level analysis (QLA) following tests. Focused, targeted revision days</p>	<p>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. 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</p>	<p>We will continue to drive this desired outcome through strategic intervention based action planning.</p>	<p>Booster day set up and staff leadership £5000</p>

iii. Other approaches

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
Students receive support to build aspiration and gain a greater understanding of the real world of work	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. For those students taking part in extended work experience we have seen improved attitudes, attendance and confidence.	It is intended that we will continue with this innovative and successful approach. This model has been extended to include non-PP students.	£10000
Students have access to the most appropriate curriculum (including alternative provisions)	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 improved better attendance, better attitude to learning (engagement), reduced behaviour incidents/exclusions and greater progress (relative to the expectations and requirements of the respective courses)	It is intended that we will continue with this innovative and successful approach. This model is also successful with non-PP students.	£30000
Attendance improves for all DP students and the rate of persistent absence falls	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	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
Students in year 7 have opportunities to grow confidence and sense of belonging/team	Eco-challenge residential (sustainability trip)	Students participating in the eco-challenge trip have increased confidence, teamwork skills and greater independence as a result of time away from home	It is intended that we will continue with this innovative and successful approach.	£1000

<p>Students are able to access extra-curricular clubs and trips which support their wellbeing and progress</p>	<p>Amenties/support fund</p>	<p>Students participating in extra-curricular activities/trip have increased confidence, teamwork skills and greater independence. Some benefit from opportunities outside school e.g. attending a performing arts club</p>	<p>It is intended that we will continue with this successful approach.</p>	<p>£2000</p>
<p>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</p>	<p>MABS, CAMHS clinic, trained staff, SEN team</p>	<p>Students are supported in many ways and this has supported our positive PASS survey data and year on year improvements for our PP cohort</p>	<p>It is intended that we will continue with this successful approach.</p>	<p>£4500</p>
<p>Students have the necessary equipment to allow them to learn and make progress</p>	<p>Amenties/support fund</p>	<p>Students have the necessary equipment to allow smooth progress. e.g. digital camera, art equipment, stationary</p>	<p>It is intended that we will continue with this successful approach.</p>	<p>£5000</p>

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.

