Pupil Premium Strategy – The SPRINGFIELD CENTRE

1. Summary information					
School	SPRINGFIELD CENTRE			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2020-21	Total PP budget	£69,568.82	Date of most recent PP Review	N/A
Total number of pupils	101	Number of pupils eligible for PP	63	Date for next internal review of this strategy	July 2021

Context: (please include – FSM /LAC/Adopted numbers by category and year group) Please also note, that this information (and that above) should only include pupils up to Y11 for whom PP funding is provided. Please also include EAL numbers (PP and non-PP) Boys/Girls (PP and non PP)
FSM = 63
LAC = 4 students (3 in Year 10, and 1 in Year 11)

2. Current attainment		
End of KS4 results:	*PP pupils*	*Non – PP pupils*
% (number) achieving FFT -1 or better in English – End of KS4	28 (8)	22 (5)
% (number) achieving FFT or better in English – End of KS4	3 (1)	13 (3)
% (number) achieving FFT -1 or better in maths – End of KS4	17 (5)	17 (4)
% (number) achieving FFT in maths – End of KS4	6 (2)	0
% (number) boys achieving FFT-1 or better in English – End of KS4	33 (8)	20 (4)
% (number) boys achieving FFT in English – End of KS4	4 (1)	10 (2)
% (number) girls achieving FFT-1 or better in English – End of KS4	0	25 (1)
% (number) girls achieving FFT in English – End of KS4	0	0
% (number) boys achieving FFT-1 or better in maths – End of KS4	21 (5)	15 (3)
% (number) boys achieving FFT in maths – End of KS4	8 (2)	0

% (number) girls achieving FFT-1 or better in maths – End of KS4	0	25 (1)
% (number) girls achieving FFT in maths – End of KS4	0	0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Attendance
B.	Social and Emotional difficulties
C.	Parental engagement
D.	Disaffection felt by many of our students due to previous experience in education
External barriers	
E.	Large percentage of our students live in Deprivation Zones
F.	Impact of COVID-19 (refer to COVID Catch Up statement)

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Appoint a dedicated Attendance Lead to support PPF students to improve and sustain improvements in attendance	The rate of attendance for PPF students is in-line with the national figure for AP students or is improving strongly towards
B.	Develop the Emotional Literacy Support Assistant to work with students on social and emotional issues that improves their resilience and engagement in lessons	Student feedback confirms students believe their social, emotional and mental health needs are well supported
C.	Introduce and embed Boxhall Profiles as an assessment tool to better understand and support the emotional well-being of PPF students	Outcomes of Boxhall assessments confirm that the social and emotional needs of students are being more effectively met

D.	Parents of students in receipt of PPF to be more engaged in the life of school and education of their children as partners	The vast majority (80%) of PPF parents attend Consultation Days/Evenings, or complete consultation with academic tutors by telephone
E.	Provide opportunity for the most vulnerable PPF students to access 121 adult support, tutoring and mentoring	Students in receipt of additional 121 sustain their engagement in education overtime, achieve accredited qualifications and positive post-16 destinations
F.	Ensure all PPF students have additional access to high quality independent careers information, advice and guidance	All PPF students progress to a positive post-16 destination; reduction in NEETs
G.	Develop teachers' knowledge of metacognition and self-regulation strategies to contribute to building a positive climate for learning	Incidents of low-level disruption are significantly reduced

5. Planned expenditure					
Academic year	2020/21				
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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop teachers' knowledge of metacognition and self-regulation strategies	Build knowledge of Curriculum Lead to support teachers Work with external trainer to deliver CPD and ongoing training	Students have poorly developed learner behaviours that impact on engagement and achievement	Monitored as part of whole-school QA processes	CS	Half Termly

			Total budgeted cost		£5,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents of students in receipt of PPF to be more engaged in the life of school and education of their children, as partners	Raise the profile of the Form Tutor as the first point of contact with parents and carers Provide opportunity for parents and carers of PPF students to be more involved in the education of their child through regular communication, consultation and reporting	Some evidence of lack of parental support and engagement, particularly in relation to partnership working	Review of MIS logs and records; line-management of the Form Tutor teams	Inclusion Lead	Termly
Ensure all PPF students have additional access to high quality independent careers information, advice and guidance	Regular meetings with independent careers adviser	Correlation between PP status and NEET figures	Scrutiny of positive destination data	Careers Lead (KS)	Half-termly
Provide opportunity for the most vulnerable PPF students to access 121 adult support and tutoring where attendance and/or engagement with	121 Home tutoring and/or via remote learning platform subject to CV-19 control measures	Attendance concerns	Review of progress data for students working with the support of the 121 tutor	Inclusion Lead	Half termly

learning is a barrier to achievement					
				Total budgeted cost	£36,568.82

iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide Emotional Literacy Support (ELSA) to work with students on social and emotional issues that improves their resilience and engagement in lessons	121 mentoring and small group sessions	Social and emotional difficulties present a barrier to engagement in lessons and learning and progress	Monitoring via line-management meetings and review of school data	KB (SENCO)	Half-termly
Introduce and embed Boxhall Profile as an assessment tool to better understand and support the emotional well-being of PPF students	Develop and embed Boxhall Profile as a baseline and ongoing assessment tool for students with social and emotional barriers to learning		Monitoring in-line with cycle of data review meetings	KB (SENCO)	Half-termly
				Total budgeted cost	£28,000

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
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
iii. Other approaches (including links to personal, social and emotional wellbeing)				
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

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.