

Review of Pupil Premium Spending 2019-20

1. Planned expenditure					
Academic year		2019-20			
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	Evaluation
Pupils will make expected or better progress towards progress targets supported by a sensory diet that addresses their sensory processing difficulties through the use of appropriate resources / strategies.	Appropriate resources will be allocated to individual pupils as a result of sensory assessments, which will support a sensory diet that enables pupils to have increased focus on their learning.	Sensory assessments have been carried out for a number of pupils across the school. As a result of these assessments, appropriate support strategies have been identified. Resources have been purchased to support these strategies and a need for further resources to support an increased number of pupils has been identified.	Monitoring of progress towards pupil progress targets. Evidence of impact produced by individual classes (in Pupil Premium file).	Aidan Yates / Matthew Lawrenson	Funding has been spent on items to support pupils in self-regulating and focusing on work activities, eg rocking chairs, balance balls, trampet, bear huggers and chewy toys. There have been some repairs to items in the Sensory Studio to enable learning to continue to take place in that environment. Some items have been purchased to provide sensory environments for pre-formal pupils, such as glitter balls and magic mirrors.
Total budgeted cost					£10,000 (Sensory resources) £4305.29 (March 20)

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	Evaluation
All Pupil Premium pupils to access learning and make progress due to targeted support within the Food Technology room, Outdoor Learning and for specific incidents of challenging behaviour.	Funding for 4 TA1 staff: – one to work within the Food Technology room preparing resources and supporting pupils during lessons; two to work in the Outdoor Learning Environment preparing resources and supporting pupils during lessons; one to support pupils whose challenging behaviour impacts on their own learning and that of their peers.	A number of classes access the Food Technology room and Outdoor Learning Environment across a week. Staff members working in these environments can prepare resources that can be used by multiple classes and provide support during activities that often require a higher level of pupil supervision. Beech class has an additional TA1 due to the number of pupils in the class who demonstrate challenging behaviour and need additional support to implement behaviour management strategies and focus on learning.	Evidence of impact produced by individual classes (in Pupil Premium file). Monitoring of progress towards pupil progress targets. Monitoring of the number of incidents of challenging behaviour.	SLT	Every class has one session of Outdoor Learning per week. Pupils are eager to participate and engage well with the activities. Pupils have been observed to persevere with activities in order to succeed. Foods needed for Food Technology sessions are purchased and resources are in place for lessons. Additional support is provided to enable pupils to participate. Pupils in Beech class have been observed to engage in learning activities due to the high level of adult support available.
Pupil Premium pupils, for whom it is appropriate, to access Eye Gaze technology as a means of improving their communication and accessing leisure software.	Funding for a staff member to work with identified pupils for half a day per week and train relevant staff in the use of Eye Gaze technology.	Due to their physical disabilities, some pupils will communicate most effectively using Eye Gaze. Six pupils who have the head control and cognitive ability to operate Eye Gaze technology are being worked with. Through the development of these skills, they will be able to communicate using electronic communication devices that are operated by eye gaze and they will also be able to interact with software independently allowing them to engage in leisure activities.	Monitoring of progress in use of Eye Gaze technology.	AnnMarie Walker / Dawn Flint	Dawn has worked with 5 pupils on a weekly basis and also worked with another 3 pupils as time allowed. A communication group had been started for 3 of the pupils. Some of the activities were based on cause and effect and others were games that involved making choices and answering questions.
Pupil Premium pupils (at Craig Hall), for whom it is appropriate, to access Music Therapy sessions as a means of developing their engagement and interaction with learning.	Part funding for a Music Therapist to work with identified pupils on a weekly basis at Craig Hall.	Due to their special educational needs, some pupils are reluctant to engage with other people and activities. Music is motivating for many pupils and, in a one to one session, the Therapist will follow the child's lead and use this to develop their interaction and engagement. As the pupil's interactions develop, their engagement with learning should also improve.	Monitoring of reports from Music Therapist.	Matthew Lawrenson / Music Therapist	Arrangements were in place for a Music Therapist to work with identified pupils at Craig Hall but there were a lot of sessions cancelled by the Therapist. A new Music Therapist took over during the Spring term and had completed about 6 sessions prior to school closing.

	Total budgeted cost £80,742 (4 x TA1) £83,030 (March 20) £2,730 (Eye Gaze Technology) £3,027.33 (March 20) £3,500 (Music Therapy) £165 (Jan 20)
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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	Evaluation
<p>Pupil Premium pupils will participate in After School Clubs, enhancing and further developing their learning of skills through a range of enjoyable leisure activities.</p>	<p>Provision of free After School Club transport to enable pupils to attend whose parents would not be able to collect them from school.</p>	<p>Prior to the provision of transport from After School Clubs, there were only a small number of pupils accessing the clubs and these did not tend to be those pupils eligible for Pupil Premium. Since transport has been provided, the numbers of pupils accessing these clubs has greatly increased and many of these are pupils eligible for Pupil Premium.</p>	<p>Monitoring of which pupils are attending and using transport - percentage of Pupil Premium. Offering provision to parents of Pupil Premium pupils during face to face contact. Evidence of impact provided by staff leading clubs (in Pupil Premium file).</p>	<p>Collette Gibbons</p>	<p>9 out of the 22 pupils who accessed transport during Summer 19 were PP. 14 out of the 23 pupils who accessed transport during Autumn 19 were PP.</p> <p>13 out of the 37 pupils who attended After School Clubs in Summer 19 were PP (4 were collected from school). 20 out of the 35 pupils who attended After School Clubs in Autumn 19 were PP (6 were collected from school).</p>
<p>All Pupil Premium pupils will have access to educational visits that will support and develop their learning in school. Year 6 Pupil Premium pupils will have the opportunity to participate in the Year 6 residential, taking part in a variety of outdoor and adventurous activities that they would not otherwise access and developing their communication, interaction and independence skills.</p>	<p>Funding for Pupil Premium pupils to participate in educational visits and the Year 6 residential.</p>	<p>Springwood's expectation is that all pupils have the opportunity to participate in an educational visit out of school or access visitors into school on a half termly basis. The families of some Pupil Premium pupils are not able to provide the voluntary contribution towards these activities. If the funding was not available, these activities may not take place and pupils would not have access to these activities which enhance and motivate pupil learning.</p>	<p>Monitoring of educational visits. Evidence of impact produced by individual classes after a visit.</p>	<p>Class teachers / Val Williams</p>	<p>Funding was provided to support some Y6 PP pupil to access the Bendrigg residential which provided the opportunity to participate in activities that would not normally be accessed. Funding has also been provided to enable some PP pupils access to educational visits out of school and / or visitors into school to support and extend their understanding of themes the class have worked on, eg visits to MOSI, Dinosaur day in school, theatre trips, puppet show, Chill Factor.</p>

<p>Pupil Premium pupils will participate in Lunchtime Clubs, enhancing and further developing their learning of skills through a range of enjoyable leisure activities.</p>	<p>Funding for 2 Welfare staff to cover for Teachers / Teaching Assistants who are running Lunchtime Clubs.</p>	<p>Lunchtime clubs provide another environment in which pupils can choose to participate in activities that are of interest to them and support their learning of skills. Due to the needs of pupils at Springwood, all staff are needed to support pupils either while eating or in the playgrounds at lunchtimes. This restricts the opportunities for staff to provide extra-curricular activities. The provision of 2 Welfare staff means that the pupils are appropriately supervised over lunchtime and staff can be released to run these lunchtime clubs.</p>	<p>Monitoring of which pupils are attending lunchtime clubs. Evidence of impact provided by staff leading clubs (in Pupil Premium file).</p>	<p>AnnMarie Walker</p>	<p>During the Autumn term, 2 lunchtime clubs were running: Construction Club – 3 out of the 6 pupils are PP. Choir – 23 out of 37 pupils are PP.</p> <p>During the Spring term, 2 lunchtime clubs were running: Choir – 18 out of 31 pupils are PP. Computing Club – 5 out of the 8 pupils are PP.</p>
Total budgeted cost					<p>£8,000 (ASC transport) £5,560 (March 20) £5,000 (Educational visits) £5,090.28 (March 20) £8,462 (2 x Welfare staff) £8,462 (March 20)</p>

1. Additional detail

Funding for Free School Meals for Key Stage 1 pupils - £42,588.00. [£45,240 \(March 20\)](#)