

Pupil Premium Strategy

2019 - 2020



School	Spinfield School			
Academic Year	2019 - 2020			
Pupil Premium Grant Allocation Amount	£15,120.00			
Total number of Pupils in school	209			
Number of Pupils Eligible for Pupil Premium	8			
Review Date of Pupil Premium Strategy	September 2019			
Next Review Date of Pupil Premium Strategy	September 2020			
Barriers to Learning include:	Attention, focus, motivation, emotional, confidence, socialisation with peers, memory, behavioural needs, Moderate Learning Difficulties (MLD), confidential medical needs and speech and language.			
Impact will be measured by:	Analysis of pupil questionnaires, uptake of resources / interventions offered – which will have an impact on pupil well-being, social and emotional development – and progress and attainment.			
Current attainment: Summer 2019 Termly Tracker Pupil Premium Group information: 50% of pupils registered as Pupil Premium are also on the SEN register. 57% of Pupil Premium children are summer born. 38% are FSM. None are EAL. 62% are girls and 38% are boys. 1 pupil has not been included in the graphs due to being in EYFS. All Pupil Premium Pupils Analysis: Between 25% and 50% of children in this learner group are making at least good progress. The children who made less than 3 steps progress, also have SEN needs or are receiving additional interventions. 1 pupil with an EHCP was reported as finishing year 6 is PK5. Pupil Premium Pupils without SEN Analysis: 12.5% - 25% of children in this learner group are making at least good progress. The pupil who has made 4 and 5 steps progress in each subject has made excellent progress (+1 and +2 steps) since the spring term, as a result of Pupil Premium interventions in place.	All Pupil Premium pupils <u>inc.</u> SEN (pupils)			
	6 steps progress			
	5 steps progress 12.5% (1)			
	4 steps progress 12.5% (1)			
	3 steps progress 37.5 (3) 12.5% (1) 12.5% (1)			
	2 steps progress 12.5% (1) 37.5 (3) 37.5 (3)			
	1 step progress			
	b3 step progress (SEN) 12.5% (1)			
	b2 step progress (SEN) 12.5% (1)			
	b1 step progress (SEN)			
	0.5 steps PIVATs progress (SEN)			
	0 steps PIVATs progress (SEN)			
	0 steps progress			
	Pupil Premium pupils <u>without</u> SEN (pupils)			
	6 steps progress			
	5 steps progress 12.5% (1)			
	4 steps progress 12.5% (1)			
	3 steps progress 12.5% (1)			
	2 steps progress 12.5% (1) 25% (2) 25% (2)			
	1 step progress			
	0 steps progress			

Intervention	Rationale / Evidence
Nurture My Potential / Growth Mindset, Specialist Growth Mindset Teacher	<p>Rationale 1: Growth Mindset sessions to focus on Self-Regulation: Calm, Alert, and Learning. Evidence 1: <i>Many of our core mental processes such as awareness and attention and emotion regulation ...should best be conceptualised as trainable skills (Lutz, Dunne & Davidson 2007) There is a growing awareness among developmental scientists that the better a child can self-regulate, the better she can rise to the challenge of mastering ever more complex skills and concepts. In the simplest terms, self-regulation can be defined as the ability to stay calmly focused and alert, which often involves – but cannot be reduced to – self-control. The better a child can stay calmly focused and alert, the better he integrates the diverse information coming in from his different senses, assimilates it, and sequences his thoughts and actions. For someone who thinks that self-regulation is really just a matter of a child getting in control of his negative emotions, there is very little difference between self-regulation and compliance. But, unlike compliance based on punishment, self-regulation nurtures the ability to cope with greater and greater challenges because it involves arousal states, emotions, behaviour, and – as the child grows older – thinking skills.</i></p> <p>Rationale 2: Growth Mindset sessions to focus on building confidence and resilience. Evidence 2: <i>Promoting a Growth Mind Set with children gives them the confidence to believe that no matter where they are on the educational achievement ladder, with hard work, perseverance and effort they can improve their intelligence.” (Carol Dweck)</i></p> <p>Rationale 3: Growth Mindset sessions to focus on showing high expectations of pupils promote student motivation. Evidence 3: <i>Two mechanisms seem particularly important (regarding high expectations of pupils). First, when teachers have high expectations for their students, they invest more attention in them. This can be as subtle as waiting longer for a student to answer a question, or as substantive as providing extra mentoring. Not only does this provide a greater learning opportunity for the student, but it also reinforces the message of growth that psychological research shows to be critical. Additionally, teachers with high expectations for their students express more positive feelings toward them, in the form of constructive feedback and encouragement. These factors—attention and positive affect—also exemplify high-functioning classrooms. (Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at risk of school failure? Child Development, 76, 949–967;)</i></p> <p>Rationale 4: Working memory enables retention of knowledge and skills for independent application. Evidence 4: <i>Working memory is a fundamental cognitive resource, deployed in many everyday mental activities where information processing is required (e.g. reasoning, solving problems and learning complex skills), and impairments in working memory function are known to cause a bottleneck in learning, which can lead to educational underachievement (Gathercole et al., 2006). Employing strategies can result in improved performance on measures of both short-term and working memory. For example, a number of studies have demonstrated improvements on short-term memory tasks when participants engage in rehearsal (e.g. Broadly, MacDonald, and Buckley, 1994; Gardiner, Gawlick, and Richardson- Klavehn, 1994; Rodriguez, and Sadoski, 2000), visual imagery (e.g. De La Iglesia, Buceta, and Campos, 2005), creating stories from information to be remembered (e.g. McNamara and Scott, 2001) and grouping of items in to conceptual categories (e.g. Black and Rollins, 1982; Carr and Schneider, 1991; Lange and Pierce, 1992).</i></p>

	<p>Rationale 5: The Growth Mindset programme stresses that using the VIA skills character strengths assessment for increased well-being is useful for children experiencing difficult home situations.</p> <p>Evidence 5: All 24 identified strengths are important and exist to varying degrees. Scientists have discovered that each person has a unique grouping of many character strengths. By discovering character strengths, there is an increased self-awareness and understanding. When exercising the signature strengths (top strengths) individuals are often at their best, highly engaged, energized and show greater well-being.</p> <p>Rationale 6: Growth Mind Set teaching throughout intervention work, focuses on taking responsibility for own learning: self-efficacy.</p> <p>Evidence 6: <i>In the midst of efforts to raise student performance through economic incentives it is revealing that many studies demonstrate how academic tenacity is fuelled more by intrinsic goals than by extrinsic ones. (Pink, D. H. (2009). Drive: The surprising truth about what motivates us. New York: Riverhead Books.)</i></p>
1:1 Reading, TAs	<p>Rationale: Reading is an enjoyable pursuit, it develops a range of thinking skills – such as inference, it provides children with opportunities to talk about their own experiences linked with stories, and provides information about a range of topics. The ability to read is required across every subject learnt in school.</p> <p>Evidence: <i>The Independent August 2015 stated that: We all know the pleasure of curling up with a good read, but now it has proven benefits, reporting on the findings of a new study: Reading improves relationships and reduces depression symptoms.</i></p>
1:1 / small group SALT, TAs, private Speech Therapist	<p>Rationale: The ability to communicate effectively is a fundamental skill, facilitating social interaction, positive relationships and learning. Difficulties in speech can directly affect self-confidence. 1:1 tuition in the area of personalised learning identified, provides opportunities for over learning and revision of key skills.</p> <p>Evidence: <i>Repetition is perhaps the most intuitive principle of learning Weibell, C. J. (2011). Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment.</i></p>
Cognition and Learning / Educational Pscycologist Advice Reports / Assessments / Professional Outside Agencies	<p>Rationale: A cognitive assessment will give a profile of an individual's strengths and difficulties in relation to their learning, as it can provide a snapshot of how they are doing at that time in a controlled way. Cognitive abilities tend to remain stable throughout an individual's childhood and adult life, meaning that it is possible to use it as a predictor of an individual's academic potential. Individuals who experience, difficulties with language, difficulties with reading and/or writing, difficulties with their memory, difficulties processing information, poor attention and/or concentration, struggles with academic life, exceeding within areas of academic life, could benefit from a cognitive assessment.</p> <p>Evidence: <i>Cognitive assessments bring many benefits, including: providing a learning profile, including strengths and difficulties, identifying a learning need, being able to compare to a standardised sample, helping to identify able and talented, guiding personalised learning, providing evidence to support a specific application, supporting access arrangements, being evidence-based, being a robust and comprehensive assessment, helping to distinguish between special educational needs and English as an additional language, following a cognitive assessment there will be some recommendations for supporting the individual's learning environment. HSR Psychology, 2018 (source: HSR Psychology website)</i></p>

1:1 Tuition, Private Teachers	<p>Rationale: 1:1 tuition provides opportunities for over learning and revision of key skills.</p> <p>Evidence: <i>Repetition is perhaps the most intuitive principle of learning Weibell, C. J. (2011). Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment.</i></p>
Extra-curricular Clubs / Activities	<p>Rationale: Taking part in group activities increases opportunities for socialisation, in turn raising emotional confidence.</p> <p>Evidence: <i>Exercise ..optimizes your mind set to improve alertness, attention and motivation (Ratey 2008)</i></p>
Music Tuition, Specialist Music Teachers	<p>Rationale: Music stimulates different areas of the brain and can be used therapeutically.</p> <p>Evidence: <i>"More and more studies show a correlation between higher academic achievement with children who are exposed to music," according to children's music specialist Meredith LeVande of MonkeyMonkeyMusic.com. "Music simply stimulates parts of the brain that are related to reading, maths, and emotional development."</i></p> <p><i>"It can satisfy the need to unwind from the worries of life, but unlike the other things people often use for this purpose, such as... TV or aimless web browsing, it makes people more alive and connected with one another." Michael Jolkovski, a psychologist who specializes in musicians. In some pursuits – such as music – you can never truly learn everything there is to know. "It is inexhaustible - there is always more to learn.... It gives pleasure and expresses nuances of emotional life for which there are no words."</i></p> <p><i>To improve in music, you have to not only do well in classes, but devote time to practicing outside of the lessons too, which requires discipline. "Exposing kids to musical instruments is the key. They are naturally curious and excited about them - and the discipline that parents AND kids learn by sticking with it is a lesson in itself." Mira Stulberg-Halpert of 3D Learner Inc., who works with children who have ADHD.</i></p> <p><i>Above all, playing music - particularly as kids get to more advanced levels in it - is a creative pursuit. Creatively is good for the mind, body and soul. Sarah W. Caron (source: sheknows website)</i></p>
Environmental Projects / Forest School / Outside Learning	<p>Rationale: School children's learning about their local environment influences the way they treat it and develops scientific and design skills. Providing rewards and incentives raises children's self-esteem, which in turn influences their ability to learn.</p> <p>Evidence: <i>School grounds/community projects have the capacity to link with most curriculum areas. Two specific examples of benefits stemming from this are positive gains in science process skills and improved understanding of design and technology-related issues.</i></p> <p><i>In the effective domain, the most important impacts of learning in school grounds/community settings include greater confidence, renewed pride in community, stronger motivation toward learning, and greater sense of belonging and responsibility. Changing Minds: The Lasting Impact of School Trips (UK) A study of the long-term impact of sustained relationships between schools and the National Trust via the Guardianship scheme. Alan Peacock, Honorary Research Fellow, The Innovation Centre, University of Exeter, February 2006.</i></p> <p><i>Public Health England's report: Promoting children and young people's emotional health and wellbeing – "It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood."</i></p>

<p>Educational Visits / Educational Theme Days</p>	<p>Rationale: Children enjoy learning in a variety of ways, in a variety of contexts. Educational school trips are highly inspiring for children and the memories of their learning experiences are taken back to school for post-visit related work.</p> <p>Evidence: <i>Changing Minds: The Lasting Impact of School Trips (UK) A study of the long-term impact of sustained relationships between schools and the National Trust via the Guardianship scheme. Alan Peacock, Honorary Research Fellow, The Innovation Centre, University of Exeter, February 2006. 'High quality, out-of-classroom learning also influenced how children behave and the lifestyle choices they make. It shows the potential for schools trips not just to change individual lives, but the lives of whole communities.'</i></p> <p><i>Key findings: School trips are vital for children to connect with nature. School trips influence lives. Community spirit is developed from school trips. School trips help bond families. School trips improve children's learning.</i></p> <p><i>OFSTED states: "When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development."</i></p> <p><i>The Teaching and Learning Research Programme is a large scale research programme that has concluded as one of its ten principles for effective teaching and learning that: "Informal learning, such as learning out of school, should be recognised as at least as significant as formal learning and should therefore be valued and appropriately utilised in formal processes."</i></p>
<p>Residential Visits</p>	<p>Rationale: Educational activity centres encourage self-confidence and independence with a focus on personal safety; improve team building skills and respect for oneself and others; improve problem solving skills; reward achievement and effort in equal measure.</p> <p>Evidence: <i>Exercise ..optimizes your mind set to improve alertness, attention and motivation (Ratey 2008)</i></p> <p><i>The English Outdoor Council States: Outdoor learning, especially through a residential experience, contributes particularly powerfully to the second of these aims. QCDA lists the following elements as part of that aim. Outdoor learning helps young people to achieve these far more effectively than they could in a school context: have a sense of self-worth and personal identity, relate well to others and form good relationships, are self-aware and deal with their emotions, become increasingly independent, are able to take the initiative and organise themselves, make healthy lifestyle choices, are physically competent and confident, take managed risks and stay safe, are willing to try new things and make the most of opportunities, are open to the excitement and inspiration offered by the natural world ...</i></p> <p><i>These are exactly the range of outcomes that outdoor learning delivers so well. A meta-analysis of 96 studies shows that there are significant improvements in independence, confidence, self-efficacy, self-understanding, assertiveness, internal locus of control and decision making as a result of outdoor adventure programmes.</i></p>
<p>School Animals (fish) and Pet Resources</p>	<p>Rationale: Animals have therapeutic benefits for children.</p> <p>Evidence: Dr Foster and Dr Smith assert that pets help children adjust to serious illness and death, be less anxious and feel safer, to relax and reduce everyday stress, to lift mood, to feel less lonely, and have better social interactions. Having physical contact is also very important. They state that more and more studies show how important touch is to our physical and emotional health.</p>

iPads / Computing Resources / Programmes	<p>Rationale: <i>E learning - When compared to the traditional mode of classroom learning, there is clear evidence that e-learning brings: what learners want, faster delivery, lower costs, more effective learning, lower environmental impact.</i></p> <p>Evidence: <i>City & Guilds Kineo case studies have made it increasingly clear that e-learning has the following positive benefits for learners: better attitude toward the elearning format and training in general, improved scores on tests, certifications or other evaluations, increase in number of learners who achieve 'mastery' level and / or 'pass' exams, greater ability to apply the new knowledge or processes on the job, better long-term retention of information.</i></p> <p><i>Recent reports by City & Guilds Kineo highlighted that "when given a choice, learners want mobile, relevant, personalised and self-paced content at a point of need." They "also highlight learners' leaning towards social and collaborative learning. Technology can support and enable this, at a global scale. So, basically, digital is where it's at, all round."</i></p>
Cookery, TAs	<p>Rationale: <i>Cooking with children promotes a willingness to try healthy foods.</i></p> <p>Evidence: <i>Spending time in the kitchen and cooking new recipes helps children to develop a positive connection to all different types of foods including fruits and vegetables. Forming a positive experience with fresh foods is so important because healthy foods are the foundation for good nutrition. Children will also learn basic cooking skills that they can use for the rest of their lives. Children learn by touching, tasting, feeling, smelling, and listening. They love activities in the kitchen because they can use all their senses. There are many ways to get kids involved in cooking. They can help prepare food and cook. Cooking with kids provides practical experience with many essential skills such as reading, following directions, and measuring. Getting involved in cooking helps your child to develop fine motor skills, eye hand coordination, and even early concepts of math and science. There are just so many great benefits to cooking with kids. Maggie LaBarbera, RN, MBA, July 2012</i></p> <p><i>It requires hands on use of maths concepts, planning, thinking, and time management. Helen Williams personal Development training centre a parent counsellor and family educator, Children Cooking.</i></p>