

Pupil premium strategy statement 2018-2019

1. Summary information					
School	Cranwell Primary School				
Academic Year	2018-9	Expected Total PP budget	£34,320	Date of most recent PP Review	Nov 18
Total number of pupils	320	Number of pupils eligible for PP	26	Date for next internal review of this strategy	July 19

2. Current attainment		
Based on July 18 KS2 Results (5children)	School	Pupils not eligible for PP (national average)
% achieving expected in reading, writing & maths	80%	64%
progress in reading	+3.0	0
progress in writing	-3.3	0
progress in maths	-0.9	0

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Long term PP pupils perform less well in maths particularly with regard to mental maths skills and number bonding.
B.	Progress in writing appears to be weaker primarily due to spelling issues.
C.	Many of our PP children also fall within the SEND cohort and we must continue to show good progress from their starting points
D.	Behaviour issues with boys – linked to their SEND needs

External barriers (issues which also require action outside school, such as low attendance rates)

D.	<p>Many of our Ever 6 pupils are mobile and join the school in year 5 and 6</p> <p>Some families of PP children are involved with other agencies such as TAC/CIN/Social Services.</p> <p>Some families struggle to provide finance for their children to access extra- curricular learning experiences.</p> <p>Communication and support is required to ensure that parents can support their children with homework activities.</p>
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	80% Yr6 children (PP and Ever6) to meet the expected standard or GD in SATS, End of year mental maths scores to have increased to 80% of PP children meeting expected standard when compared to the Sept baseline (Excluding SEND children)	ALL PP Year 6 children to have positive progress scores in all subjects. All PP children meeting target
B.	All children have equal access to learning opportunities outside of the school environment	Children are included in voluntary visits and music/sport opportunities
C.	Progress for SEND children who are also PP improves. Phonics support is required for some Yr2 children to ensure they pass the phonics screening at the end of the year.	Progress for SEND PP pupils is in line with or exceeding national average.
D.	Behavioural and friendship issues are addressed. Children have access to emotional/pastoral support groups and are supported by the Pastoral Support workers	Incident logs show a decline in the numbers of incidents

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?
Improve overall standards in maths	TA support in class for each PP child	Data shows that some PP (L/T) children are not making as much progress in maths	TAs and support staff are allocated to each class.	Head Deputy Head	July 2019
New spelling programme is embedded and PP children are supported outside of school with homework	TA support in class for each PP child	Progress in writing is weaker due to spelling skills	TA support in class. Tracking of progress	Head Deputy Head	July 2019

					Total budgeted cost	29,877
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?	
Progress for PP pupils increases and is in line or above national average	Dedicated intervention group for maths, reading and writing	In the past we have provided intervention which has resulted in good progress	2 Experienced TAs are employed for 3 afternoons a week to deliver intervention programmes	SC	End of spring term.	
SEN PP children progress scores improve	Dedicated groups	To offer more personalised learning particularly to KS1 children	TA and SENCo taking Wave 3 groups. New SEND governor appointed to monitor progress alongside SLT and assessment co-ordinators	NO/SC	Termly review meetings	
Parents and PP children are supported by a pastoral support worker	Emotional and pastoral support groups	Communication has proved to be vital in developing the relationships between home and school	Dedicated time for SENDco and pastoral support role	NO/SB	Termly review meetings	
					Total budgeted cost	3643
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?	
Pupil Premium Children are not denied access to learning opportunities due to financial reasons	A certain percentage of funding supports children in extra-curricular activities	Opportunities outside of the classroom enrich children's life experience and gives them a platform from which they access classroom learning	All stakeholders communicate. Governor approval	Headteacher SLT Class teachers SBM/Admin	On-going Finance Governors' meetings	
					Total budgeted cost	800

6. Review of expenditure				
Previous Academic Year		2017-2018 Total 32,339		
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
Improve overall standards in writing	2hrs TA support for each class	Data shows that progress in writing has improved for PP children. Only one Yr6 pupil did not achieve the expected standard in writing and this was due to SEND issues.	TAs and support staff are allocated to each class. Intervention groups are in place particularly for those PP children with SEND. Pupil Progress meetings closely monitor PP children. This approach will be continued next year	£17,559
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
Progress in maths for PP children increases	Dedicated intervention group for maths	100% of yr6 pupils met the expected standard in maths. Progress was poor in one child, however there are specific reasons for this. In the past we have provided intervention for less able mathematicians which has resulted in good progress	Maths Intervention groups for PP pupils is successful and will be continued next year.	£10,620
Progress increases for all SEND children (particularly those PP children)	Targeted progress in all IEPs Intervention groups	Data shows that attainment for our SEND children is above national average.	SENCo to monitor and oversee Wave 3 support Provision for SEND children needs to be personalised	
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
PP children are more engaged with homework activities	Review of Homework Policy and purchase of maths on-line software	Results from Parent Questionnaires and Parents Forum show that pupils have a better attitude towards homework.	Homework club motivates children and allows them access to the on-line software that the school has bought to engage learners particularly in maths.	£4160
Pupil Premium Children are not denied access to learning opportunities due to financial reasons	A certain percentage of funding supports children in extra-curricular activities	Children have had access to music lessons, residential trips and other extra-curricular activities and resources that families cannot afford.	Opportunities outside of the classroom enrich children's life experience and gives them a platform from which they access classroom learning. Children are not distinguished due to family financial restraints	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Approved by Governors on