

# Pupil premium strategy statement

1. Summary information				
School	Cranwell Primary School			
Academic Year	2016-17	Expected Total PP budget	£30,360 + £67,800	Date of most recent PP Review
Total number of pupils	320	Number of pupils eligible for PP	PP23+SP226	Date for next internal review of this strategy

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected in reading, writing & maths	57%	53%
progress in reading	-0.84	0.00
progress in writing	-2.35	0.00
progress in maths	1.49	0.00

### 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.	Some High attaining PP and SP children are not making as much progress in reading and writing as other pupils.
B.	Behavioural issues of some of the male PP children in KS2 affects their academic progress
C.	Many of our PP children also fall within the SEND cohort
D.	High mobility of SP pupils can affect academic progress and the school strives to 'fill in the gaps' when children move from other schools

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

D.	<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>Deployment can affect the academic progress of children</p> <p>The nature of 'Service Life' can mean that some families have to take holidays in term time</p>
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Higher rates of progress in KS2 for high attaining PP and SP pupils	Progress for high attaining PP children is in line with other high attaining non PP children. Scaled scores for year 6 High achievers is higher in the SATs test
B.	Behavioural issues are addressed  All children have equal access to learning opportunities outside of the school environment	Incident logs show less numbers of incidents.  Children are included in voluntary visits and music/sport opportunities
C.	Progress for SEND children who are also PP improves	Progress for SEND PP pupils is in line with national
D.	All stakeholders are aware of the emotional needs of some PP and SP children which may impact on academic performance	Emotional support is offered to children and families

5. Planned expenditure					
Academic year	2016-2017				
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 writing	2hrs support in class for each PP child	Data shows that many PP children are not reaching expected in writing due to poor spelling, handwriting and GAPS	TAs and support staff are allocated to each class.	Head Deputy Head	July 2017
Behavioural issues are addressed allowing others to progress	Placements for children with behavioural problems	LCC suggest that this is an effective method for children to learn strategies to deal with behavioural issues	Liaise closely with other agencies and the other school	Deputy Head SENDCo	Jan 2017
<b>Total budgeted cost</b>					<b>£17,559 + £32,102</b>
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 high attaining Yr 6 PP pupils increases	Dedicated intervention group for maths	In the past we have provided intervention for more able mathematicians which has resulted in good progress	Numeracy co-ordinator has the experience and capacity to offer this during the spring term	HB/SC	End of spring term.
All PP children show at least good progress in all subjects	Dedicated support is in place for all PP children	Focus on reading and writing so that some of these pupils have individual support to extend their literacy skills	Experienced teacher is employed for 3 afternoons a week to deliver intervention programmes	SC/N.P.H.	End of Spring term
To provide on-going emotional and pastoral care for all children and parents	To employ a full time non-teaching SENco/TA to provide support to children/parents and liaise with outside agencies such as social services and SAAFA	A non-teaching position means that the person concerned can act immediately to any issues or concerns. They can also attend meetings with external agencies and parents. The demands of the role have now increased and this warrants making this post full time	Reviewed by SLT and Governors	HT CoG	Summer Term 2017
<b>Total budgeted cost</b>					<b>£4898 + £33,184</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Behavioural issues have been addressed	Pre-exclusion placement has been arranged	Suggested by LCC as a pathway to reduce the likelihood of exclusion	Close liaison with County team and other school	Senco/SC	8 week and 16 week point in the placement
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
<b>Total budgeted cost</b>					<b>£7900 + £2516</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Good quality wave 1 teaching where the majority of children make good progress	TA in every classroom to support for a minimum of 15 hours a week	Most children made good progress	This approach is successful and will be continued  Some PP children fell behind and need SEND support in the next academic year.	<b>£2016</b> <b>£29,568</b>
Emotional and social needs of some children are met	To provide pastoral care to those children needing emotional support	Smiles groups were successfully implemented by both Senco and Sen Ta	This is an effective way of dealing with friendship issues and should be continued, if possible, during the next year	Included below
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To provide Wave 2 intervention groups	Afternoon groups for all year groups	Most children made at least good progress	Children who did not make good progress are selected for intervention next academic year	<b>£21,042</b>
To provide Wave 3 intervention groups	Support for small groups	Most children made good progress  Emotional needs and academic needs were met	Senco to take on more academic groups, SenTa to adjust timetable to take on emotional and pastoral groups	<b>£32,683</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
All children to have equal access to learning	Financial assistance given to PP families	All PP children have had equal opportunities to extra-curricular learning if requested	To continue	<b>£7000</b>

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## 7. Additional detail

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