

Service Pupil premium strategy statement 2018-2019

1. Summary information				
School	Cranwell Primary School			
Academic Year	2018-9	Expected Total PP budget £66,600	Date of most recent PP Review	Nov 18
Total number of pupils	320	Number of pupils eligible for PP	SP222	Date for next internal review of this strategy July 19

2. Current attainment		
Based on July 18 KS2 Results	<i>Pupils eligible for SPP</i>	<i>Pupils not eligible for SPP</i>
Average Scaled Score - Reading	108.5	105.5
Average Scaled Score - Writing	104	101.25
Average Scaled Score - GaPS	107	104
Average Scaled Score - Maths	106.5	102.8

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.	High mobility of SP pupils can affect academic progress and the school strives to 'fill in the gaps' when children move from other schools
B.	Many of our SPP children also fall within the SEND cohort
C.	Stress and anxiety is affecting higher numbers of pupils.
D.	High mobility can affect friendship groups
E.	High mobility creates extra strain on the administration department

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

	<p>Some families of PP children are involved with other agencies such as TAC/CIN/Social Services</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.	Children are assessed within 48hrs on arrival into school	Gaps in knowledge are identified and addressed by class teachers.
B.	Service children have access to SEND provision (particularly if they are mobile)	<p>Extra provision is made to ensure children have rapid access to external agencies particular if they have experienced a high number of moves.</p> <p>Reasonable adjustments are made for children with SEND needs</p>
C.	<p>Pastoral and emotional support is available to all children and parents</p> <p>Bluey Club continues to support those children who have deployed parents or those with long distance postings</p>	Allocated time by pastoral support teacher, groups are effective.
D.	All stakeholders are aware of the impact that high mobility has on service children and those 'left behind'	Friendship groups established and 'buddy' systems in place

5. Planned expenditure	
Academic year	2018-19
The three headings below enable schools to demonstrate how they are using the Service 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?
Children are assessed to ensure that they do not fall behind and do not experience any emotional issues due to mobility	TA available in each class for 2 hrs each morning	<ul style="list-style-type: none"> • Immediate assessment and feedback • Opportunities to fill in the gaps • Familiar adult available to offer emotional support on a daily basis 	TA support provided for each class. Assessment results monitored. Pupil voice questionnaire	SLT	Nov/Dec 2018
All new children settle quickly into their class	Buddy system in place	Research shows that 'moves' have a 6month impact on learning	Friendship groups/SMILES groups established	Class teachers	On-going

Total budgeted cost 35,690

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?
To ensure that mobility does not affect the academic performance of children	Wave 2 groups available.	Ensuring every child does not fall behind due to mobility issues	Provision map	SC/RH	
To ensure that the emotional needs of children are met	Wave 3 groups available	To ensure that there is an adult available to deal with emotional and pastoral concerns of pupils and parents	Audit	NO/SB	
To ensure that SEND provision is available to those children 'delayed' in receiving this due to mobility	Budget allows for non-teaching SENDCo/Pastoral support teacher. Use of external agencies.	Evidence shows that when children move from county to county there is a delay in SEND assessments, particularly when external agencies are involved.	Provision map Use/budget for use of external agencies	NO/SB	

Total budgeted cost £25,559

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?
To ensure children with deployed parents can meet and express any worries	Bluey Club	Providing a means to communicate with parents during school hours. Ensuring that worries of children are addressed	Pupil voice	SC	July 2019
To ensure children and families' entry into school is supportive and allows smooth transition	Admin support staff	High mobility generates extra administrative tasks	Parental feedback	CW	July 2019
Total budgeted cost					£5350

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
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	Majority of children made good progress. New pupils are immediately assessed and any 'Gaps' identified and addressed by TA support.	This approach is successful and will be continued Some SPP children fell behind and need SEND support in the next academic year.	32,102
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
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
To provide Wave 2 intervention groups	Afternoon groups for all year groups	Majority of children made at least good progress and met ARE	Children who did not make good progress are selected for intervention next academic year	33,906
To provide Wave 3 intervention groups	Emotional and pastoral Support for small groups	Majority children made good progress and met ARE 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	
iii. 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

A platform for children to express concerns when a parent is deployed	Bluey Club	This weekly group provided children with the chance to meet and discuss any issues surrounding deployment	Mainly KS1 children attended, the focus now needs to be encouraging KS2 children to attend	5392
Admin support for mobile families	Extra office hours	To support parents	This needs to continue next year	
Extra training for staff Developing links with RAF CDO	Conferences and training events Regular meetings	Attendance at Harrogate and Waddington conference (SCISS)	To continue next year	

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