

Pupil premium strategy statement 2017-18

| 1. Summary information | | | | |
|------------------------|-------------------------|----------------------------------|-------------------|--|
| School | Cranwell Primary School | | | |
| Academic Year | 2017-18 | Expected Total PP budget | £30,357 + £71,400 | Date of most recent PP Review |
| Total number of pupils | 315 | Number of pupils eligible for PP | PP23+SP238 | Date for next internal review of this strategy |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected in reading, writing & maths | 66% | 61% |
| progress in reading | +7.06 | 0.00 |
| progress in writing | +1.08 | 0.00 |
| progress in maths | - 1.09 | 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*)

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|----|--|
| A. | Many of our PP children also fall within the SEND cohort |
| B. | High mobility of SP pupils can affect academic progress and the school strives to 'fill in the gaps' when children move from other schools |
| C. | The emotional needs of some PP children is having a detrimental effect on their learning and academic progress |
| D. | |

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

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| D. | <p>Engaging parents/carers to support learning</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 and 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 PP children who also have SEND | Progress for SEND PP pupils is in line with national average. |
| B. | Progress in maths improves for all PP children | Progress in Maths meets that of Reading and Writing |
| C. | All children have equal access to learning opportunities outside of the school environment | Children are included in voluntary visits and music/sport opportunities |
| 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 | | 2017-2018 | | | |
| 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 TA support for each class | Data shows that progress in writing is below that of Reading and Maths | TAs and support staff are allocated to each class. Pupil Progress meetings closely monitor PP children | Head Deputy Head | July 2018 Termly |
| Total budgeted cost | | | | | £24,642 + £24,115 |
| 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 in maths for PP children increases | Dedicated intervention group for maths | In the past we have provided intervention for less able mathematicians which has resulted in good progress | Maths Intervention groups for PP pupils | SC | Starting Oct 17 |

| | | | | | |
|---|---|--|--|---|---|
| Progress increases for all SEND children (particularly those PP children) | Targeted progress in all IEPs Intervention groups | Provision for SEND children needs to be personalised | SENCo to monitor and oversee Wave 3 support | Head Deputy Head SENCo | Dec 17 Mar 18 June 18 |
| 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 2018 |
| Total budgeted cost | | | | | £7,499 + £51,174 |
| 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? |
| PP children are more engaged with homework activities | Review Homework Policy | Results from Parent Questionnaires and Parents Forum | Monitor SEN and PP engagement in homework activities | Deputy Head SENCo | Dec 17 Mar 18 June 18 |
| 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 | | | | | £1250 + £2500 |

| 6. Review of expenditure | | | | |
|---|--|--|--|----------------|
| Previous Academic Year | | 2016-2017 | | |
| 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 | TA in every classroom to support for a minimum of 15 hours a week | Progress in writing improved from -2.35 to +1.08 in yr6 Writing in other year groups showed good progress | This approach is successful and will be continued. Focus must continue so that progress in writing meets that of reading and maths for the whole cohort. | |
| Emotional and social needs of some children are met | To provide pastoral care to those children needing emotional support | Smiles/pastoral support groups were successfully implemented by both Senco and Sen Ta | This is an effective way of dealing with friendship issues and should be an on-going approach 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 |
| Progress for PP pupils increases | Afternoon groups for all year groups | Most children made at least satisfactory progress. SEND/PP children made the least progress | SEN PP Children who did not make good progress are selected for intervention next academic year. | |
| 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 |
| 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 as and when need arises | £7000 |
| Behavioural issues have been addressed | Pre-exclusion placement | This proved highly effective and the child was re-integrated into mainstream education. | Consider taking this approach at an earlier stage | |

7. Additional detail

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