

Pupil premium strategy

1. Summary information

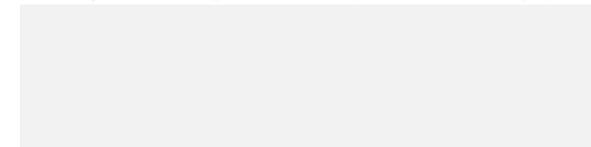
School	Cranham C of E School		
Academic Year	2017/18	Total PP budget £8,600	Date of most recent PP Review
Total number of pupils	59	Number of pupils eligible for PP	Date for next review of this strategy
		Too small to publish online	07/01/18

2. Current attainment No Pupil Premium Pupils in Year 6 in 2016-17

% achieving in reading, writing and maths
 % making progress in reading
 % making progress in writing
 % making progress in maths

Pupils eligible for PP – pupils

Pupils not eligible for PP (national average)



3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

- A. Social and emotional issues
- B. Gaps in mathematical attainment due to unavoidable absence
- C. Diminished Progress in reading linked to home support

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

- D. Attendance rates for pupils eligible for PP are *****
 Where attendance has been an issue this is related to unavoidable circumstances . We will continue to be reactive to any ongoing issues and work with additional agencies as required
 Pupil premium pupil need access of the wider life of the school

4. Desired outcomes

Desired outcomes and how they will be measured

Success criteria

- A. Support pupils with social and emotional issues so that;
 Children and families needs are supported and met so that
- Leuven scales and pupil voice evidence an improvement in well- being for targetted children

children are able to learn and fully engage in school life.
Where appropriate behaviour has improved and is no longer impacting on learning

Targeted children are supported through focused nurture groups
Fewer behaviour incidents are recorded in the behaviour book and drop-ins evidence no disruption to learning
All pupil premium pupils have access to wrap around care

B.

Progress in maths is in line with expectation for all PP pupils including those with historical absences as evidenced through internal tracking progress matrices and KS2 progress data.

Progress in maths is in-line for all Pupil premium pupils
Where long term absence has cause gaps this is supported with additional 1-1 / small group support

C.

Progress in reading is in-line with expectations for all pupil premium pupils as evidenced through internal tracking progress matrices and KS2 progress data.

Progress in reading is in-line for all Pupil premium pupils
Pupil premium pupils are engaged in reading high quality books

D.

Ensure all Pupil Premium Pupils are fully involved in the wider life of the school and have access to clubs and resources

Pupil premium pupils are able to attend all trips and related activities
Pupil premium pupils have access to all appropriate resources

5. Planned expenditure

Academic year 2017/18

How will Pupil Premium be spent in 2017/18?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A.	<p>Support pupils with social and emotional issues so that: Children and families needs are supported and met so that children are able to learn and fully engage in school life. Where appropriate behaviour has improved and is no longer impacting on learning</p> <p>To use a trainee pastoral support worker to provide 1-1 support and targeted nurture groups</p> <p>To provide family support through monthly drop in sessions run by a specialist provider (part funded by the local Church</p> <p>To provide Pupil Premium children with wrap around care including Breakfast</p> <p>Rationale: Education Endowment Foundation August 2017) Year 2 children in breakfast club schools experienced around two months' additional progress compared to Year 2 children in the other schools in the trial. These positive results would be unlikely to occur by chance. For Year 6 children in breakfast club schools, results for the main outcomes, reading and maths, were positive but could have occurred by chance. However, on other measures of writing and English they experienced around two months' progress compared to the other Year 6 children. These positive results would be unlikely to occur by chance. Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools</p> <p>We will track and monitor data of Targeted PP children through Leuven well being scales. Exit data analysed for intervention programmes</p>	<p>Lueven scales and pupil voice evidence an improvement in well- being for targeted children</p> <p>Targeted children entries in the behaviour book have diminished and drop ins evidence no disruption to learning supported through focused nurture groups</p> <p>Fewer behaviour incidents are recorded in the behaviour book and drop-ins evidence no disruption to learning supported through focused nurture groups</p> <p>All pupil premium pupils have access to wrap around care</p>	<p>Headteacher and Pastoral Support Worker</p>	<p>Termly</p>
B.	<p>To ensure progress in maths is in line with expectation for all PP pupils including those with historical absences as evidenced through internal tracking progress matrices and KS2 progress data.</p> <p>To use a teaching assistant trained in intervention to provide small group and 1:1 intervention where unavoidable issues with attendance have created gaps in mathematical knowledge</p> <p>Rationale: Education Endowment Foundation (June 2016):</p>	<p>Pupils eligible for PP make accelerated progress so they close the gap in mathematical progress by the end of the academic year in 2018.</p>	<p>TA support Mathematics subject lead</p>	<p>Termly</p>

One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact.

Small group tuition: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.

We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.

Total budgeted cost

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
C.	<p>Progress in reading is in-line with expectations for all pupil premium pupils as evidenced through internal tracking progress matrices and KS2 progress data.</p> <p>Use a community programme to provide 1-1 support with reading</p> <p>Rationale: Education Endowment Foundation (June 2016): One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</p> <p>Involve Pupil Premium Pupils in library refurbishment project group Rationale: By helping to select quality texts Pupil Premium children will become more engaged with reading</p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p>	<p>Progress in reading is in-line for all Pupil premium pupils Pupil premium pupils are engaged in reading high quality books</p>	<p>English Subject Lead</p>	<p>Termly</p>
D.	<p>Ensure all Pupil Premium Pupils are fully involved in the wider life of the school and have access to clubs and resources</p> <p>We will support pupil premium pupils by funding trips etc as required.</p> <p>We will provide resources such as ocarinas where there is an interest in clubs</p> <p>Regular meetings with families about attendance where it is a concern.</p>	<p>Pupil premium pupils are able to attend all trips and related activities Pupil premium pupils have access to all appropriate resources</p>	<p>Headteacher</p>	<p>Termly</p>

Total budgeted cost

Measure of impact for Pupil Premium expenditure in 2017/18:

- B and C –** Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.

- C and D -** Monitor the work of the pastoral support worker by half termly meetings and reports as necessary.
Monitor the attendance of PP children.
Monitor the involvement of PP children in wider life of school
We will evaluate the impact on confidence and self-esteem through Leuven scales .