

Pupil premium strategy statement (primary)

1. Summary information					
School	Cranham C of E Primary School				
Academic Year	2018/19	Total PP budget	£6004	Date of most recent PP Review	(Ofsted May 18)
Total number of pupils	60	Number of pupils eligible for PP	Too small to publish online	Date for next PP Strategy Review	Mar 2019

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reached the expected standard in reading, writing & maths		This data is not useful due to the extremely small numbers of Pupil premium children at the school.	
KS1-2 progress score in reading			
KS1-2 progress score in writing			
KS1-2 progress score in maths			
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Poor social and emotional skills, and low confidence		
B.	Gaps in maths attainment due to absence.		
C.	Progress in reading can be slow due to inconsistent support at home.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			

D.	Attendance?
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4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Social and emotional needs are met to allow pupils to fully access learning and wider school opportunities.	<p>Leuven scale playtime evaluations show PP children are enjoying playtimes and developing friendships.</p> <p>Children make progress in key focus areas such as anxiety.</p> <p>PP children participate fully in all school events and have access to wrap around care where required.</p>
B.	PP children make progress in maths in line with non-PP children nationally as evidenced through internal tracking.	<p>At each assessment point, PP analysis shows PP pupils making progress.</p> <p>Drop-ins evidence that maths support is effective for all pupils including PP pupils.</p>
C.	PP children make progress in reading in line with non-PP children nationally as evidenced through internal tracking.	<p>At each assessment point, PP analysis shows PP pupils making progress.</p> <p>Drop-ins evidence that maths support is effective for all pupils including PP pupils.</p>
D.		

5. Planned expenditure	
Academic year	2018/19
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?
Improved progress in mathematics for all children including PP children.	<p>Reviewed teaching and learning approach to include more varied fluency and reasoning opportunities to ensure mastery.</p> <p>Structure of lesson designed to allow for scoop groups and 1-1 support for pupils.</p> <p>Power of Two intervention.</p>	<p>EEF Teaching and Learning toolkit: Moderate evidence base that Mastery learning has +5 months progress impact.</p> <p>EEF Teaching and Learning toolkit: Moderate evidence base that one-to-one tuition has +5 months progress impact.</p>	Drop-ins Pupil Premium book looks	Maths subject Leader	Termly
Total budgeted cost					Covered through staffing budget.
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?

Improved social and emotional skills so that children are able to learn and fully engage with school life.	To use a pastoral support worker to provide 1-1 support and targeted nurture groups. To provide family support through monthly drop in sessions. To provide Pupil Premium children with wrap around care including Breakfast	Rationale re pastoral support: Rationale re breakfast club: 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.	Structured support for Pastoral worker – Anxiety gremlin programme etc. Pastoral worker received informal training from external provider for family drop-in sessions. These will be tweaked this year to increase uptake. Breakfast club drop-ins to ensure positive	Pastoral worker Head teacher	January 2019
Total budgeted cost					£6004
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?

Accelerated progress in reading.	<p>Review of After school club, reading activities in Breakfast club and After school club.</p> <p>Develop a passion for reading more challenging texts through Shakespeare topic.</p> <p>Extended morning session to incorporate whole class reading lesson.</p> <p>Use a community reading project to provide 1-1 support.</p>	<p>Parents have expressed that they struggle to hear children read at the end of the day after After school club.</p> <p>EEF Teaching and Learning toolkit: Moderate evidence base that Arts participation has +2 months progress impact.</p>	<p>Survey of parents, before and after changes.</p> <p>Drop-ins – reading lessons</p> <p>Use of assessment data to track</p>	English subject lead	Termly
Total budgeted cost					£300

6. Review of expenditure				
Previous Academic Year				
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

<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>Well being evidence collected showed a marked improvement in 3 of the 4 targeted pupils.</p> <p>A whole range of other pupils benefitted from the Pastoral support worker, as anxiety is an increasing problem across the school.</p> <p>All Pupil premium children have access to wrap around care.</p> <p>Behaviour improved as a result of targeted support (evidenced through drop-ins)</p>	<p>The external provider was not as effective in bringing in hard-to-reach families. Pastoral support worker to run the sessions this year as she has established relationships across the school.</p>	<p>??</p>
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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 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.	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	The targeted child made good progress, although she did not reach ARE in maths.	In order to avoid this issue occurring in future we need to ensure that maths meetings are in place to revisit areas regularly so that low attendance has less impact. Quality first teaching in maths is an area of focus for the school. Targeted support such as the Power of Two intervention will continue this 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

<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>Involve Pupil Premium Pupils in library refurbishment project group</p>	<p>3 out of 4 pupils made good progress and reached ARE in reading.</p>	<p>Community reading programme – very effective and continues this year.</p> <p>Library refurbishment group was effective but still necessary to engage parents in order to ensure reading at home.</p>	
<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>When other families are in financial difficulties we are able to offer wrap around care and trip funding support.</p>		

7. Additional detail

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