Pupil premium strategy statement (primary)

1. Summary information					
School	Cranham C of E Primary School				
Academic Years	2019-22	**Total PP budget**	£2690	**Date of most recent PP Review**	
Total number of pupils	62	**Number of pupils eligible for PP**	2	**Date for next PP Strategy Review**	April 2021

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% reached the expected standard in reading, writing & maths		
KS1-2 progress score in reading	**PP Numbers too small to make this data useful.**	
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 *(issues to be addressed in school, such as poor oral language skills)*	
A.	Confidence in core subjects due to considerable absence and reduced hearing.
B.	Friendship issues and difficulty managing emotions.
C.	Significantly higher ability than others in the class.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Low attendance due to health issues and instability at home due to family complications.

4. Outcomes *(Desired outcomes and how they will be measured)*	Success criteria
A. Progress in maths & writing – measured through Average depth of learning & termly judgement on Insight	• Move from BARE to ARE or from ARE to AARE • Increase in Average Depth of learning for objectives by at least 0.5 each term.
B. Able to describe own emotional challenges, and begin to suggest solutions with adult support.	• Self-regulation observed at playtimes and in class • Children describe themselves as happy & confident in school.

5. Planned expenditure	
Academic year	**2019-2020**

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?
A	Effective Pre-teach sessions	Babcock pre-teach project in Devon schools – highlighted impact re children's confidence and progress in tests.	Training for all staff. Ensure adequate time given for prep of resources, ideas for pre-teach. Develop growth mindset so that other chn volunteer.	CH	Peer observations and pupil feedback ongoing.
A	High quality feedback	EEF toolkit outlines that effective feedback interventions can promote an increase in progress equivalent to 8 months' worth of learning. Effective for all ability groups.	Training through INSET but also through a research project so that people can see the impact for themselves.	RS	Through termly drop-ins.
				Total budgeted cost	**£754**

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?
A	Catch-up plans	These have been trialled at the school with good impact for some pupils. There is a group of chn, including one of the PP children, who have been achieving just below ARE for more than two terms.	Use similar framework to My Plans, ensure parental engagement with the plan. Training on SMART target setting.	RM	Plans to be reviewed by teachers every 6 weeks. RM to monitor – those children not achieving targets – what are the factors?
				Total budgeted cost	Existing staff budget used.

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?
B	Pastoral support – 4 additional hours to work on social groups and anxiety.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	LR to attend training on supporting children's mental health.	LR	Pupil feedback twice a year. Monthly playground observations.
				Total budgeted cost	£1,936

6. Review of expenditure				
Previous Academic Year		**2018-19**		
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**
Improved progress in mathematics for all children including PP children.	Reviewed teaching and learning approach to include more varied fluency and reasoning opportunities to ensure mastery. Structure of lesson designed to allow for scoop groups and 1-1 support for pupils. Power of Two intervention.	Pupils showed a clearer understanding of concepts learnt within lessons. In pupil conferencing, most pupils were able to explain concepts well. Scoop groups and data shows progress of PP pupils is in line with non-PP. However, achievement remains below for 1 pupil. Power of Two working well with individuals.	Varied fluency and reasoning opportunities are still important and will be maintained. However, retention in test situations remains an issue, this year we will be introducing fluency sessions, where we routinely revisit concepts taught 2 weeks before. Power of Two to be supported by Mathletics for some children this year.	£0

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**
Improved social & emotional skills so that children are able to learn & fully engage with school life.	To use pastoral support worker to provide 1-1 support & targeted nurture groups. To provide family support through monthly drop in sessions. To provide Pupil Premium children with wrap around care.	Pupil evaluation forms reflect the impact that 1-1 sessions are having on pupils. Monthly playtime observations show improvements against individual children's social difficulties. Monthly drop-in sessions are not currently well-attended.	Pastoral support has had a significant impact. The hours will be increased this year. Drop-in sessions need a different approach. We will consider linking these to opportunities to share and celebrate learning to increase attendance. Breakfast club not currently used by most vulnerable children, therefore not to be funded by PP next year.	£6004
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**
Accelerated progress in reading.	Review of reading activities in Breakfast club and After school club. Develop a passion for reading more challenging texts through Shakespeare topic. Extended morning session to include w/c reading lesson. Use a community reading project to provide 1-1 support.	Reading attitudes have improved. 3 whole class reading sessions per week, improving coverage of reading skills. Opportunities for 1-1 reading significantly increased and data improving as a result. Shakespeare topic – very popular.	Need to constantly provided new ways to engage pupils with reading. Reading Passports to be trialled next year. Reciprocal reading	£300

7. Additional detail

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