

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)*

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)*

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.