# Pupil premium strategy statement 2020-2021

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| 1. **Summary information- Targets and Outcomes for this year have been rolled over for another year due to the Pandemic** | | | | | |
| **School** | Cranwell Primary School | | | | |
| **Academic Year** | 2020-21 | **Expected Total PP budget £29,590** | | **Date of most recent PP Review** | Sept 20 2019 |
| **Total number of pupils** | **354** | **Number of pupils eligible for PP** | **22** | **Date for next internal review of this strategy** | Dec 20 |

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| 1. **Current attainment** | | | | | |
| Based on July 19 KS2 Results (3children) Note that 2 children are also SEND. School has no results for 2020 due to the Covid 19 Pandemic | | | *School* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected in reading, writing & maths** | | | **66%** | | *65%* |
| **progress in reading** | | | **+2.36** | | 0 |
| **progress in writing** | | | **+4.70** | | 0 |
| **progress in maths** | | | **+1.94** | | 0 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Long term PP pupils perform less well in maths particularly with regard to mental maths skills and number bonding. | | | |
|  | | Progress in SPAG appears to be weaker primarily due to spelling issues. | | | |
| **C.** | | Many of our PP children also fall within the SEND cohort and we must continue to show good progress from their starting points | | | |
| **D.** | | Behaviour issues with boys – linked to their SEND needs | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Many of our Ever 6 pupils are mobile and join the school in year 5 and 6  Some families of PP children are involved with other agencies such as TAC/CIN/Social Services.  Some families struggle to provide finance for their children to access extra- curricular learning experiences.  Communication and support is required to ensure that parents can support their children with homework activities. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | 85% Yr6 children (PP and Ever6) to meet the expected standard or GD in SATS  End of year mental maths scores to have increased to 80% of PP children meeting expected standard when compared to the Sept baseline (Excluding SEND children) | | | ALL PP Year 6 children to have positive progress scores in all subjects.  All PP children meeting target  in line with | |
|  | All children have equal access to learning opportunities outside of the school environment | | | Children are included in voluntary visits and music/sport opportunities – this will be reviewed due to the current Covid 19 Pandemic | |
|  | Progress for SEND children who are also PP improves. Phonics support Yr1 and intervention groups are required for some Yr2 children to ensure they pass the statutory assessments at the end of the year. | | | Progress for SEND PP pupils is in line with or exceeding national average. | |
|  | Behavioural and friendship issues are addressed. Children have access to emotional/pastoral support groups and are supported by the Pastoral Support workers | | | Incident logs show a decline in the numbers of incidents | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2020-2021** | | | | |
| 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 | | | | | | |
| 1. **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 maths | TA support in class for each PP child | | Data shows that some PP (L/T) children are not making as much progress in maths | TAs and support staff are allocated to each class. | Head  Deputy Head | July 2021 |
| New spelling programme continues to be embedded and PP children are supported outside of school with homework | TA support in class for each PP child | | Progress in reading/writing is weaker due to spelling skills | TA support in class. Tracking of progress | Head  Deputy Head | July 2021 |
| **Total budgeted cost** | | | | | | ***17,790*** |
| 1. **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 for PP pupils increases and is in line or above national average | Dedicated intervention group for maths, reading and writing | | In the past we have provided intervention which has resulted in good progress | KS2 - 2 Experienced TAs are employed for 14Hrs a week to deliver intervention programmes.  KS1 – 1 TA 6hrs, plus apprentice for afternoon intervention | SC | End of spring term. |
| SEN PP children progress scores improve | Dedicated groups | | To offer more personalised learning particularly to KS1 children | TA and SENCo taking Wave 3 groups. New SEND governor appointed to monitor progress alongside SLT and assessment co-ordinators | NO/SC | Termly review meetings |
| Parents and PP children are supported by a pastoral support worker | Emotional and pastoral support groups | | Communication has proved to be vital in developing the relationships between home and school | Dedicated time for SENDco and pastoral support role | NO/SB | Termly review meetings |
| **Total budgeted cost** | | | | | | *11,000* |
| 1. **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?** |
| 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 |
| Parents may not be able to afford the new school uniform that will be adopted in the future | To assist with the purchasing of the new style school uniform | | To ensure that all children can purchase the new uniform | Finance ring fenced to assist with the purchase of new uniform. | CoG | July 2020 |
|  |  | |  |  |  | 800 |
| **Total budgeted cost** | | | | | | ***29,590*** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | £27,720 | | |
| 1. **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 maths | TA support in class for each PP child | Outcomes are based on the previous year as there is no data for 2020 due to the Covid 19 Pandemic  Maths results have improved and are above national and local results. APS 102.3 This is less than the average for the cohort but the cohort of 3 had 2 children that were SEND.  The spelling programme needs to be embedded for another year so that impact can be fully reviewed. | | 13,000 |
| New spelling programme is embedded and PP children are supported outside of school with homework | TA support in class for each PP child |
| 1. **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 and is in line or above national average | Dedicated intervention group for maths, reading and writing | PP children did well, however one child out of three did not meet expected in Reading, SPAG or maths. This child accounted for 33%. | Continue intervention groups for those children who need it. | ***14,000*** |
| SEN PP children progress scores improve | Dedicated groups |  |  |
| Parents and PP children are supported by a pastoral support worker | | | | | al and pastoral support groups |  |
| **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** |
| PP children are more engaged with homework activities | Review of Homework Policy and purchase of maths on-line software | Results from Parent Questionnaires and Parents Forum show that pupils have a better attitude towards homework. | Homework club motivates children and allows them access to the on-line software that the school has bought to engage learners particularly in maths. | 720 |
| 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 | Children have had access to music lessons, residential trips and other extra- curricular activities and resources that families cannot afford. | Opportunities outside of the classroom enrich children’s life experience and gives them a platform from which they access classroom learning. Children are not distinguished due to family financial restraints |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.  Approved by Governors on ………8/10/20…………………………. |