# Service Pupil premium strategy statement 2019-2020

|  |
| --- |
| 1. **Summary information**
 |
| **School** | Cranwell Primary School |
| **Academic Year** | 2019-20 | **Expected Total PP budget £67,800** | **Date of most recent PP Review** | Sept 1919 19 |
| **Total number of pupils** | **337** | **Number of pupils eligible for PP** | **SP226** | **Date for next internal review of this strategy** | July 20 |

|  |
| --- |
| 1. **Current attainment**
 |
| Based on July 19 KS2 Results | *Pupils eligible for SPP*  | *Pupils not eligible for SPP*  |
| **Average Scaled Score - Reading** | **109.7** | 107.8 |
| **Average Scaled Score - Writing** |  |  |
| **Average Scaled Score - GaPS** | **107.6** | 106.3 |
| **Average Scaled Score - Maths** | **107.2** | 106.8 |
| 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)* |
|  | High mobility of SP pupils can affect academic progress and the school strives to ‘fill in the gaps’ when children move from other schools |
|  | Many of our SPP children also fall within the SEND cohort |
| **C.** | Stress and anxiety is affecting higher numbers of pupils.  |
| **D.** | High mobility can affect friendship groups |
| **E.** | High mobility creates extra strain on the administration department |
|  |  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
|  | Some families of PP children are involved with other agencies such as TAC/CIN/Social ServicesDeployment can affect the academic progress of childrenThe nature of ‘Service Life’ can mean that some families have to take holidays in term time |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  | Children are assessed within 48hrs on arrival into school | Gaps in knowledge are identified and addressed by class teachers. in line with  |
|  | Service children have access to SEND provision (particularly if they are mobile) | Extra provision is made to ensure children have rapid access to external agencies particular if they have experienced a high number of moves.Reasonable adjustments are made for children with SEND needs |
|  | Pastoral and emotional support is available to all children and parentsBluey Club continues to support those children who have deployed parents or those with long distance postings | Allocated time by pastoral support teacher, groups are effective. |
|  | All stakeholders are aware of the impact that high mobility has on service children and those ‘ left behind’ | Friendship groups established and ‘buddy’ systems in place |

|  |
| --- |
| 1. **Planned expenditure**
 |
| * **Academic year**
 | **2019-20** |
| The three headings below enable schools to demonstrate how they are using the Service 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?** |
| Children are assessed to ensure that they do not fall behind and do not experience any emotional issues due to mobility | TA available in each class for 2 hrs each morning | * Immediate assessment and feedback
* Opportunities to fill in the gaps
* Familiar adult available to offer emotional support on a daily basis
 | TA support provided for each class.Assessment results monitored.Pupil voice questionnaire | SLT | Nov/Dec 2019 |
| All new children settle quickly into their class | Buddy system in place | Research shows that ‘moves’ have a 6month impact on learning | Friendship groups/SMILES groups established | Class teachers | On-going |
| **Total budgeted cost** |  ***40,000*** |
| 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?** |
| To ensure that mobility does not affect the academic performance of children | Wave 2 groups available. | Ensuring every child does not fall behind due to mobility issues | Provision map | SC/RH |  |
| To ensure that the emotional needs of children are met | Wave 3 groups available | To ensure that there is an adult available to deal with emotional and pastoral concerns of pupils and parents | Audit | NO/SB |  |
| To ensure that SEND provision is available to those children ‘delayed’ in receiving this due to mobility | Budget allows for non-teaching SENDCo/Pastoral support teacher.Use of external agencies. | Evidence shows that when children move from county to county there is a delay in SEND assessments, particularly when external agencies are involved. | Provision mapUse/budget for use of external agencies | NO/SB |  |
| **Total budgeted cost** |  ***£20,000*** |
| 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?** |
| To ensure children with deployed parents can meet and express any worries | Bluey Club | Providing a means to communicate with parents during school hours.Ensuring that worries of children are addressed | Pupil voice | SC | July 2020 |
| To ensure children and families’ entry into school is supportive and allows smooth transition  | Admin support staff | High mobility generates extra administrative tasks  | Parental feedback | CW | July 2020 |
| **Total budgeted cost** | ***£7800*** |

|  |
| --- |
| 1. **Review of expenditure**
 |
| **Previous Academic Year** | **2018-2019 Budget £66,600 Actual £71,400** |
| 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** |
| Good quality wave 1 teaching where the majority of children make good progress | TA in every classroom to support for a minimum of 15 hours a week | Majority of children made good progress. New pupils are immediately assessed and any ‘Gaps’ identified and addressed by TA support. | This approach is successful and will be continuedSome SPP children fell behind and need SEND support in the next academic year. | **32,102** |
| Emotional and social needs of some children are met | To provide pastoral care to those children needing emotional support | Smiles groups were successfully implemented by both Senco and Sen Ta | This is an effective way of dealing with friendship issues and should be continued, if possible, during the next year | Included below |
| 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** |
| To provide Wave 2 intervention groups | Afternoon groups for all year groups | Majority of children made at least good progress and met ARE | Children who did not make good progress are selected for intervention next academic year | **33,906** |
| To provide Wave 3 intervention groups | Emotional and pastoral Support for small groups | Majority children made good progress and met AREEmotional needs and academic needs were met | Senco to take on more academic groups, SenTa to adjust timetable to take on emotional and pastoral groups |
| 1. **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** |
| A platform for children to express concerns when a parent is deployed | Bluey Club | This weekly group provided children with the chance to meet and discuss any issues surrounding deployment | Mainly KS1 children attended, the focus now needs to be encouraging KS2 children to attend | ***5392*** |
| Admin support for mobile families | Extra office hours | To support parents | This needs to continue next year |
| Extra training for staffDeveloping links with RAF CDO | Conferences and training eventsRegular meetings | Attendance at Harrogate and Waddington conference (SCISS) | To continue next year |

|  |
| --- |
| 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 …………16/09/2019…………………………………………… |