# Service Pupil premium strategy statement 2019-2020

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| 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 |

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| 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 | | | |
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| **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 Services  Deployment can affect the academic progress of children  The 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 parents  Bluey 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 | |

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| 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 map  Use/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*** |

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| 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 continued  Some 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 ARE  Emotional 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 staff  Developing links with RAF CDO | Conferences and training events  Regular meetings | Attendance at Harrogate and Waddington conference (SCISS) | To continue next year |

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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 …………16/09/2019…………………………………………… |