# Service Pupil premium strategy statement 2020-2021

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| 1. **Summary information** | | | | | |
| **School** | Cranwell Primary School | | | | |
| **Academic Year** | 2020-21 | **Expected Total PP budget £74,400** | | **Date of most recent PP Review** | Oct 20 |
| **Total number of pupils** | **354** | **Number of pupils eligible for PP** | 240 | **Date for next internal review of this strategy** | Dec 20 |

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| 1. **Current attainment** | | | | | |
| Based on July 19 KS2 Results  There are no results for 2020 due to the Coronavirus Pandemic | | | *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 particularly due to the Corona Virus | | | |
| **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 immediate 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** | | **2020-2021** | | | | |
| 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 3 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 |  |
| 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** | | | | | | ***12,400*** |
| 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. Each class will have access to 2 afternoons a week with TA support | | 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** | | | | | | ***57,000*** |
| 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 | Due to Covid 19, Bluey club will be organised around individual families to reduce the risk of transmission and mixing of bubbles. | SC | July 2021 |
| 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 2021 |
| **Total budgeted cost** | | | | | | ***5,000*** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019-2020 Budget Actual £67,800** | | |
| 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 | Predicted results showed good attainment and progress. New pupils are immediately assessed and any ‘Gaps’ identified and addressed by TA support. | Attainment and progress was not measured at the end of July 2020 due to the Covid Pandemic and lockdown. School wish to continue this approach as it has been successful in previous years. | **40,000** |
| 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. Extra groups and support were put in place due to the pandemic | This is an effective way of dealing with friendship issues and should be continued, if possible, during the next year |
| 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**  **20,000** |
| To provide Wave 2 intervention groups |  | Groups ceased in March 20 due to Covid 19 pandemic | Baseline assessments show that yr2 and yr 6 are a major area of concern. We have had a lot of new Service children who must now catch up with the curriculum. |
| To provide Wave 3 intervention groups | Emotional and pastoral Support for small groups | This has increased due to the pandemic | 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**  **7800** |
| 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 |  |
| Admin support for mobile families | Extra office hours | To support parents | This needs to continue next year |
| Developing links with RAF CDO | Regular meetings | Contact with the CDO has reduced this year due to Covid 19 | Plans are in place to increase involvement. |

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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…………………………………………… |