

# Pupil premium strategy statement:



# Cranford C E Primary School

1. Summary information				
School	Cranford C E Primary School			
Academic Year	2018/19	Total PP budget	£6180	Date of most recent PP Review
Total number of pupils	97	Number of pupils eligible for PP	7	Date for next internal review of this strategy
				Summer '19

2. 2018 attainment			
Pupils eligible for PP (your school)		Pupils <b>not</b> eligible for PP (national average)	
% achieving in reading, writing and maths	33%	% achieving in reading, writing and maths	70%
% making progress in reading	67%	% making progress in reading	80%
% making progress in writing	67%	% making progress in writing	83%
% making progress in maths	33%	% making progress in maths	81%
Progress measure in reading	-1.93	Progress measure in reading	0.31
Progress measure in writing	-3.44	Progress measure in writing	0.24
Progress measure in maths	-2.88	Progress measure in maths	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Needs of individual children not correctly identified.
B.	Attitudes and dispositions to learning of some Pupil Premium children, may need developing.
C.	Speech and language difficulties which do not enable effective communication.
D.	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	In some cases, a lack of regular routines including home reading, doing homework, learning spellings.
F.	In some cases, consistent attendance and punctuality impact on learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Needs of disadvantaged children (along with others) are accurately identified and support measures put into place.	<ul style="list-style-type: none"> <li>• Specific needs of children accurately identified appropriate support to enable disadvantaged pupils to make progress in line with national average.</li> <li>• High quality interventions are observed taking place and record</li> </ul>
<b>B.</b>	Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> <li>• Termly pupil progress meetings will show that pupils, with a specific focus on disadvantaged children, are 'on track' and demonstrating appropriate effort.</li> <li>• High quality and an appropriate quantity of work produced will be evident in any book scrutiny.</li> <li>• High quality work and great standards of effort will be celebrated in assembly.</li> </ul>
<b>C.</b>	<p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>Pupils read regularly and have access to high quality texts within guided reading.</p> <p>Pupils will write extended pieces each week and receive effective feedback to improve these pieces.</p>	<ul style="list-style-type: none"> <li>• Pupils read regularly (4 x a week) outside of normal class reading.</li> <li>• Pupils (who need to) will have opportunities for additional reading in school.</li> <li>• Guided reading sessions will include elements of retrieval, meaning and inference.</li> <li>• Quantity/quality of reading will be tracked and celebrated in assembly ('Royal Readers').</li> </ul>
<b>D.</b>	<p>To ensure quality first teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> <li>• Pupils will meet (or exceed) age related national expectations in English and Maths.</li> <li>• Staff receive appropriate CPD to facilitate development and quality first teaching.</li> <li>• Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need.</li> <li>• Support staff will support learning effectively.</li> <li>• Additional intervention sessions will take place, based on gaps/need.</li> </ul>
<b>E.</b>	Pupils will have opportunities in school to read, consolidate x tables and complete homework.	<ul style="list-style-type: none"> <li>• Pupils will read at least 4 times per week</li> <li>• Pupils will complete x table rock stars practice sessions each week.</li> </ul>
<b>F.</b>	All disadvantaged pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> <li>• All our disadvantaged pupils will match or exceed national averages (96%).</li> <li>• Parents will be informed each term of their child's attendance figure.</li> <li>• The school will contact parents proactively if attendance slips.</li> </ul>

## 5. Planned expenditure

Academic year

2018/19

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?
Good progress is made by all children, including those eligible for PP.	<ul style="list-style-type: none"> <li>Teaching staff trained in effective, efficient Quality First Teaching (QFT) methods by Acting Head of School.</li> <li>Trust advisors work with Class Teachers to develop their practice.</li> <li>Interventions planned for and taught to small groups of children.</li> <li>Support staff support the learning of specific children.</li> </ul>	<ul style="list-style-type: none"> <li>It has been found that, '...high-quality teaching are especially significant for pupils from disadvantaged backgrounds...' (Sutton Trust). This, along with other research, identifies that QFT is the first and best intervention in raising progress for pupils. This is also the view of the trust.</li> <li>CPD and professional development has a direct impact on pupil's attainment.</li> <li>Small group interventions, based around closing attainments gaps proven to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>Via the school monitoring cycle – progress is continually evaluated and reviewed.</li> <li>Progress of pupils working in small groups is recorded on EduKey and monitored.</li> </ul>	SENCO	<ul style="list-style-type: none"> <li>End of Summer term 2</li> <li>Termly</li> </ul>
To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'	<ul style="list-style-type: none"> <li>Replenish book catalogue, adding books that the pupils want to read.</li> <li>Redesign/relocate the library so that it becomes a focal point of the school and a 'treat' to visit.</li> </ul>	<ul style="list-style-type: none"> <li>By indicating which books they want to read, the pupils will gain ownership of their learning.</li> <li>Acting HoS' previous school experience.</li> <li>'Priority' readers are held on a daily basis when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Collecting pupil and staff voice</li> <li>Place orders for books.</li> <li>Frequency of home reading sessions monitored.</li> </ul>	Acting HoS	<ul style="list-style-type: none"> <li>End of Summer term 2</li> </ul>
Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> <li>New reward scheme is implemented to award certificates for quality work and great effort.</li> </ul>	<ul style="list-style-type: none"> <li>Acting HoS' previous school experience.</li> <li>Motivated pupils will work better.</li> </ul>	<ul style="list-style-type: none"> <li>Termly pupil progress meetings.</li> <li>High quality work is evident in any book scrutiny.</li> </ul>	Acting HoS	<ul style="list-style-type: none"> <li>Termly pupil progress meetings.</li> <li></li> </ul>
<b>Total budgeted cost</b>					<b>£4500</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Identified gaps in learning addressed.	<ul style="list-style-type: none"> <li>Variety of interventions to be provided in the afternoons by support staff.</li> <li>1:1 support for disadvantaged pupils who require it.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps Identified via assessment (both formal and teacher-based) allow for precisely targeted teaching to remedy these.</li> </ul>	<ul style="list-style-type: none"> <li>Termly pupil progress meetings.</li> </ul>	Acting HoS	<ul style="list-style-type: none"> <li>Termly pupil progress meetings.</li> </ul>
All disadvantaged pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> <li>Disadvantaged pupils to be offered attendance at breakfast and after school club.</li> <li>Whole school reward system for attendance maintained.</li> <li>School to follow attendance policy and work to address difficult cases.</li> </ul>	<ul style="list-style-type: none"> <li>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</li> <li>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will be informed each term of their child's attendance figure.</li> <li>The school will contact parents proactively if attendance slips</li> <li>Parents will be invited in for an attendance surgery if attendance does still not improve.</li> </ul>	Acting HoS/ School Office	<ul style="list-style-type: none"> <li>Half-termly</li> </ul>
Pupil Premium pupils are targeted for additional support in lessons from Class Teachers.	<ul style="list-style-type: none"> <li>Staff will identify their disadvantaged learners and check on their understanding during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps Identified via assessment (both formal and teacher-based) allow for precisely targeted teaching to remedy these.</li> </ul>	<ul style="list-style-type: none"> <li>Termly pupil progress meetings.</li> </ul>	Acting HoS	<ul style="list-style-type: none"> <li>Termly pupil progress meetings.</li> </ul>
<b>Total budgeted cost</b>					<b>£130</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils will have opportunities in school to read, consolidate x tables and complete homework.	<ul style="list-style-type: none"> <li>Disadvantaged pupils to be offered attendance at breakfast and after school club where they can be supported with this.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are in school to access support to help with their learning and avoid gaps occurring.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions between Class Teachers and wrap around care supervisors.</li> </ul>	BC / ASC supervisors to monitor with Class Teachers / School Office	Half-termly
PP pupils will access a full range of social /cultural/sporting experiences, visits and activities.	<ul style="list-style-type: none"> <li>Pupils will partake in school visits and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</li> <li>Meaningful experiences and contexts will enhance curriculum.</li> </ul>	Reviewing programme of trips and attendance.	Class Teachers / School Office	Termly
<b>Total budgeted cost</b>					<b>£1550</b>

**6. Review of expenditure**

Previous Academic Year

**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

**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

**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

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.