# Cleves Cross Primary School Pupil Premium Strategy Statement

## 1. Summary Information

| Academic year | 2017-18 | Total PP budget | £67,320 | Date of most recent PP Review | N/A |
|---|---|---|---|---|---|
| Total number of pupils | 202 | Number of pupils eligible for PP | 59 (29%) | Date for next PP Strategy Review | February 2018 |

## 2. Current Attainment

| | Pupils eligible for PP (school) | Pupils not eligible for PP (national average) |
|---|---|---|
| % achieving expected standard or above in reading, writing & maths | 88% | 67% |
| % achieving expected standard or above in reading | 88% | 77% |
| % achieving expected standard or above in writing | 88% | 81% |
| % achieving expected standard or above in maths | 100% | 80% |

| 3. Barriers to future attainment for pupils eligible for Pupil Premium | |
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| **In-school barriers** | |
| **A.** | High level of pupils in Y6 who are eligible for PPG are SEND |
| **B.** | Levels of resilience for some pupils (including those eligible for PPG) need developing to build self-esteem and confidence to tackle learning. Children need to develop a love of learning and be able to recognise themselves as good learners. |
| **C.** | Gaps in prior learning |
| **External barriers** | |
| A | Social and emotional difficulties impact on the progress of certain PPG Pupils. Parental engagement with school and perceptions of education. Priority placed upon learning and achievement. |
| B | Low aspirations about what can be achieved and how to be successful and limited access to positive role-models (for some children). |
| C | A lack of regular routines including home reading, homework, etc. Again, for some children. |

| 4. Desired outcomes | | |
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| **Desired outcomes and how they will be measured** | | **Success Criteria** |
| A | Greater % of PP children achieve ARE | There will be no gap (or very small) between PP pupils and non-PP pupils |
| B. | Children work with greater independence and resilience | Monitoring processes show that children are more able to work without support. Learning detective reports show progress in children's attitudes to learning. Pupils are ready to learn in class without the need for intervention. |

| C. | Gaps are identified and targeted teaching/intervention | Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress |
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| D. | Pupils are exposed to a wide range of social/cultural and sporting experiences | Pupils attend events/visit places they would not usually be exposed to. |

## 5. Planned Expenditure – Academic Year – 2017/18

### a) Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rational for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Improve quality of teaching and learning and reduce the gap between disadvantaged and non-disadvantaged pupils | Additional teacher in Y6 | Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. | Teaching staff appointed. The school monitoring cycle will continuously evaluate provision. | HT and SLT | Data will be analysed at the end of each half-term. |

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| | To continue to provide short-term intervention programmes for underachieving/ attaining pupils including in EYFS | Small group interventions are effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. | Each class has allocated time to complete interventions. Individual targets should be seen in children's books. | HT and SLT | Data and interventions will be analysed at the end of each half-term. |
| Improve quality of teaching and learning. | CPD for all staff – marking and feedback, reading and spelling | Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback studies tend to show very high effects on learning. (EEF) | All staff to attend training. Book scrutiny will show improved marking and feedback | HT and SLT | Half-termly book scrutinies |
| Thinking skills approaches used to improve resilience and independence across the school | Learning detectives and 'Gem' project CPD for children with Dr Tom Robson | Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' | Learning detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved | DHT | Ongoing throughout the year –observations, reports written and then follow up observations 5 weeks later. |

| | | additional progress. | | | |
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**Total budget cost: £55,000**

| b) Targeted support | | | | | |
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rational for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve quality of teaching and learning | To continue to provide booster groups for targeted pupils. | The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. | Booster groups will begin after October half-term. Assessments will be monitored closely and provision given accordingly. | HT and SLT | Data will be analysed at the end of each half-term. |

**Total budget cost: £2,600**

## c) Other approaches

| Desired outcome | Chosen action / approach | What is the evidence and rational for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Allows those from disadvantaged families to participate in a range of experiences that will support their engagement in learning. | Curriculum enrichment – supporting costs for educational visits and experiences to support pupils' engagement in their learning including Winmarleigh Hall/Grinton/France Visit. | Pupils benefit from working with others and being introduced to a variety of experiences. Pupils' horizons will be broadened and they will learn more about culture, history and geography. | Ensure all staff book learning visits or specialists | All staff | Review children attending visits or clubs a cross each term. |
| Digital learning spaces used to support children in school and at home. | Purchase new class set of iPads<br><br>Online Subscriptions<br> -Conquer Maths<br> - Activelearn<br> - Bug Club<br> -Espresso | Overall, studies consistently find that digital technology is associated with moderate learning gains. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. Different technology has the potential to enable changes in teaching and learning | All children to have access to online resources in school and at home. | All staff | Review children using online provision on a weekly basis – promote certificates in weekly assemblies. |

| | | interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more. | | | |
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**Total budget cost: £10.000**

## Review of expenditure – Academic Year 2016-17

### a) Quality of teaching for all

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? | Lessons learned | Cost |
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| Increase teacher to pupil ratio in order to increase impact of Quality First teaching – % of children achieving ARE. | Additional Teacher Year 6. This enables pupils to be grouped according to ability in Literacy and Numeracy so that achievement/ attainment of pupils will continue | Year 6 - In writing 88% of FSM pupils achieved ARE, 88% of FSM pupils achieved ARE in Reading and 100% in Maths achieved ARE.<br><br>No real 'gap' between PP pupils and non-PP pupils. (3% = 1 child) | Grouping Y6 helps to diminish the difference as lessons are more tailored to individual needs. | |

| | to increase. | | | |
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| For PP pupils to make (or exceed) nationally expectations for progress and attainment. | Additional teaching intervention for maths and literacy in KS2. | As results show, the progress and achievement of PP pupils met or exceeded the National Averages for pupils not entitled to the PP grant | This approach was successful and will be modified and used in future. | £55,000 |
| a) **Targeted support** | | | | |
| Increase the % of disadvantaged children achieving ARE. | Booster classes after school for targeted groups of Y6 children and during school holidays.<br><br>Y2 Funkey skills club after school | Year 6 - In writing 88% of FSM pupils achieved ARE, 88% of FSM pupils achieved ARE in Reading and 100% in Maths achieved ARE.<br><br>No real 'gap' between PP pupils and non-PP pupils. (3% = 1 child)<br><br>Year 2 – 71% of disadvantaged pupils achieved ARE in RW and M compared to 78% in Rand M and 74% in W | Booster classes have been predominantly for Y6 children and this year a club was held for targeted Y2 children. This should continue next year. Data needs to be analysed carefully to see if it is required for other year groups to allow gaps to be narrowed | £2,600 |

## b) Other approaches

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| Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in learning. | Curriculum enrichment – supporting costs for educational visits and experiences to support pupils' engagement in their learning including Winmarleigh Hall/France/Grinton Visit. | Pupils benefitted from these experiences that they may not experience otherwise | Funding spent on enrichment activities is well spent and provides children with opportunities that they may never experience. This has a positive effect on learning and helps develop an engaging curriculum. Ensure that staff continue to organise visits/trips that enhance the curriculum and broaden the children's horizons. | |
| Access to online learning, both at home and at school | Online subscriptions to engage and enthuse pupils in their learning of basic skills | Pupils complete online tasks that are appropriate to their need/ability. Access is arranged at school if children do not have the internet at home. Increased engagement in home learning. | Online subscriptions to continue. Teachers to ensure they allocate tasks that support individual learners' needs. Provide a lunchtime/after-school club for those who need the extra support from teachers (individual pupils in Y5/6 to be targeted).\n\niPads were not purchased – this will need to be considered next year. | |