

## Cleves Cross Primary School Pupil Premium Strategy Statement

1. Summary Information					
Academic year	2018-19	Total PP budget	£76, 960	Date of most recent PP Review	N/A
Total number of pupils	211	Number of pupils eligible for PP	67 (32%)	Date for next PP Strategy Review	February 2019

2. Current Attainment			
	Pupils eligible for PP (school)	All pupils in school	All pupils nationally
Y6 % achieving expected standard or above in reading, writing & maths	75%	75%	64%
Y6 % achieving expected standard or above in reading	88%	85%	75%
Y6 % achieving expected standard or above in writing	75%	81%	83%
Y6 % achieving expected standard or above in maths	88%	89%	81%
Y6 Average progress score in reading	6.42	4.85	0.03
Y6 Average progress score in writing	1.75	0.68	0.03
Y6 Average progress score in maths	5.03	3.29	0.03
Y2 % achieving expected standard or above in reading	75%	80%	75%
Y2 % achieving expected standard or above in writing	63%	77%	70%
Y2 % achieving expected standard or above in maths	63%	80%	76%

### 3. Barriers to future attainment for pupils eligible for Pupil Premium

#### In-school barriers

<b>A.</b>	High level of pupils in Y6 who are eligible for PPG are SEND.
<b>B.</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.
<b>C.</b>	Oral language skills on entry to school are lower for PP pupils. This slows reading progress in subsequent years and pupils are not socially and emotionally ready to access the curriculum.
<b>D.</b>	Writing at GD for PP pupils is lower than for other pupils.
<b>E.</b>	Limited life and cultural experiences for some of our PP pupils restricts understanding of some curriculum areas.

#### External barriers

<b>A</b>	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>B</b>	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models (for some children).
<b>C</b>	A lack of regular routines including home reading, homework, etc. Again, for some children.

<b>4. Desired outcomes</b>		
<b>Desired outcomes and how they will be measured</b>		<b>Success Criteria</b>
A	Greater % of PP children meeting or exceeding ARE in Reading, Writing and Maths	Higher % than last year achieving ARE or above at the end of KS2.
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.	Improved oral language skills for PP pupils	Pupils make rapid progress and by the end of the year they meet/exceed ARE.
D.	Greater % of PP pupils achieving GD in writing by the end of KS2	Pupils make rapid progress and more PP pupils achieve GD in writing by the end of KS2.
E.	Children are provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.	The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.

## 5. Planned Expenditure – Academic Year – 2018/19

### 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?
<p>A. Greater % of PP pupils meeting or exceeding ARE in Reading, Writing and Maths</p> <p>D. Greater % of PP pupils achieving GD in writing by the end of KS2</p>	<p>Additional teacher in Y6</p> <p>Extra TA support</p>	<p>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.</p> <p>Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers</p> <p>Smaller class sizes mean disadvantaged pupils can access more of teachers’ time with tightly focused direct teaching.</p>	<p>Teaching staff appointed. The school monitoring cycle will continuously evaluate provision.</p>	<p>HT and SLT</p>	<p>Data will be analysed at the end of each half-term.</p>

<p>C. Improved oral language skills for PP pupils</p>	<p>Extended talk for extended writing school development. Talk4writing principles and approaches. Teachers model/roleplay stories and storytelling.</p> <p>TA support and interventions in place.</p> <p>SPAG training for all TAs</p> <p>High quality feedback</p>	<p>Children enter school with poor communication skills. Talk4writing approaches ensure that children are engaged in oral story-telling throughout their time in EYFS.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Lesson observations and discussions with EYFS team. English lead will also monitor 'communication' in EYFS. Classroom should be rich with vocabulary and children should be introduced to new vocabulary constantly.</p>	<p>HT and SLT</p>	<p>Discussions with children during lesson obs and with their own class teacher. Ongoing monitoring of their developing vocabulary. Observe classroom for vocabulary.</p>
<p>B. Thinking skills approaches used to improve resilience and independence across the school</p>	<p>Learning detectives and 'Gem' project CPD for children with Dr Tom Robson CPD for all staff.</p> <p>Inspire Project -Female boxer Amanda Coulson to come into school – work with all classes on resilience/independence and challenge</p>	<p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional</p>	<p>Learning detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved.</p>	<p>DHT</p>	<p>Ongoing throughout the year –observations, reports written and then follow up observations 5 weeks later.</p>

		progress.			
<b>Total budget cost: £64,500</b>					

<b>b) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rational 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>
Improve quality of teaching and learning	To continue to provide booster groups for targeted pupils. Teachers and TAs to deliver this.	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 Christmas. Assessments will be monitored closely and provision given accordingly.	HT and SLT	Data will be analysed at the end of each half-term.
<b>Total budget cost: £5,800</b>					

### 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?
E. 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.	<p>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.</p> <p>Studies of curriculum enrichment consistently show positive benefits on academic learning, and wider outcomes such as self- confidence. On average, pupils who participate in this type of learning appear to make approximately three additional months’ progress.</p>	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.	Online Subscriptions -Conquer Maths - Bug Club - Lexia	Overall, studies consistently find that digital technology is associated with moderate learning gains. Evidence suggests that technology should be used to	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.

		<p>supplement other teaching, rather than replace more traditional approaches. Different technology has the potential to enable changes in teaching and learning 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.</p>			
<b>Total budget cost: £6,500</b>					

**Review of expenditure – Academic Year 2017-18**

**a) Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Improve quality of teaching and learning and reduce the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Additional teacher in Year 6 - reducing the number of pupils in a class will improve the quality of teaching and learning, for</p>	<p>Year 6 PP children (8children)– Reading 86% (7) Writing 75% (6), GPS 86% (7) and Maths 86% (7)</p> <p>PP children performed as well as non-PP children in</p>	<p>Grouping Y6 helps to diminish the difference as lessons are more tailored to individual needs.</p> <p>This approach was successful and will be modified and used in future.</p>	<p>£55,000 (Inspire project adds £1250 costs)</p>



<p>Improve quality of teaching and learning.</p>	<p>example by increasing the amount of high-quality feedback or one to one attention learners receive.</p> <p>CPD for all staff – marking and feedback, reading and spelling</p>	<p>Reading, GPS and Maths. Writing – 1 child difference. As results show, the progress and achievement of PP pupils met or exceeded the National Averages for pupils not entitled to the PP grant</p> <p>Increased use of effective marking and feedback across the school. Marking and feedback moved children’s learning forward. This is more effective in certain phases of school. Book scrutiny and feedback helped to support less confident staff to make marking more meaningful.</p>	<p>Studies show that when done well, feedback has high impact. (EEF)</p> <p>Need to ensure that feedback is given quickly, staff are supported/training needs are met and then further scrutinies carried out to ensure consistency throughout the school.</p>	
<p>Thinking skills approaches used to improve resilience and independence across the school</p>	<p>Learning detectives and learning powers (Gem project)</p> <p>Also added the Inspire Project – builds resilience, working outside comfort zone and being ambitious</p>	<p>Meta-cognition (learning to learn) – research shows to have high impact. (EEF) As children move through school they have become more resilient – children are more prepared to tackle challenges in their curriculum as well as socially.</p>	<p>One of this year’s (2018-19) development plan is ‘maximising the use of adults’. An aspect of this is about allowing children to be more independent in all aspects of school life. Adults in school still do too much for the children and, in some cases, there is a culture of learned-helplessness.</p>	

<b>a) Targeted support</b>				
Improve the quality of teaching and learning	Booster classes after school for targeted groups of Y6 children and during school holidays.	Year 6 – a large majority of those attending booster classes achieved ARE and some even managed High Scores in the KS2 SATs. Those who didn't achieve ARE but attended booster classes were on a support plan and were not far away from getting ARE.	Booster classes have been predominantly for Y6 children. Discussion needs to be had to see if booster classes should take place in other year groups to allow gaps to be narrowed before children reach Y6.	£2,600
<b>b) Other approaches</b>				
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 Stone Age Residential/ Winmarleigh Hall/London/Grinton Visit.  Staff are also strongly encouraged to organise day	Pupils benefitted from these experiences that they may not experience otherwise.  Website and Twitter shows the variety of residentials, trips and visitors that we have had throughout the year. These are the experiences they remember from school	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.	

<p>Access to online learning, both at home and at school</p>	<p>visits/visitors to enhance the curriculum.</p> <p>Online subscriptions to engage and enthuse pupils in their learning of basic skills</p>	<p>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.</p> <p>Games club was held after school during the summer term for Y5/6 – children were directed to maths/English online games/activities. Open to all children in Y5/6 but specific children were also targeted.</p>	<p>Online subscriptions to continue although funding will limit us as to which subscriptions can continue. Online subscriptions need to be analysed to ensure we keep the ones that provide the best quality and value for money. Teachers to ensure they allocate tasks that support individual learners' needs. Consider providing a lunchtime/after-school club for those who need the extra support from teachers (individual pupils in Y5/6 to be targeted).</p> <p>iPads were not purchased – need to discuss purchase of them next year before I add them to the strategy statement.</p>	
--	--	---	---	--