

Cleves Cross Primary School Pupil Premium Strategy Statement

1. Summary Information

Academic year	2019-20	Total PP budget	£79,200	Date of most recent PP Review	N/A
Total number of pupils	213	Number of pupils eligible for PP	61 (25%)	Date for next PP Strategy Review	February 2020

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	71%	87%	65%
Y6 % achieving expected standard or above in reading	71%	87%	73%
Y6 % achieving expected standard or above in writing	71%	87%	78%
Y6 % achieving expected standard or above in maths	79%	90%	79%
Y6 Average progress score in reading	6.42	4.9	0.03
Y6 Average progress score in writing	1.75	0.7	0.03
Y6 Average progress score in maths	5.03	3.3	0.03
Y2 % achieving expected standard or above in reading	78%	83%	75%
Y2 % achieving expected standard or above in writing	78%	80%	69%
Y2 % achieving expected standard or above in maths	100%	83%	76%

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

In-school barriers

A.	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.	Language, reading and writing skills are low on entry, especially for PP pupils. This slows reading and writing progress
C.	Writing at GD for PP pupils is lower than for other pupils.
D.	Limited life and cultural experiences for some of our PP pupils restricts understanding of some curriculum areas.

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.
D	Attendance, particularly for some PP pupils is low. Persistent absence impacts on learning

4. Desired outcomes

Desired outcomes and how they will be measured

Success Criteria

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 to continue to work with greater independence and resilience. Improved well-being will support this	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. Durham Resilience Programme will support pupil well-being, enabling them to be ready to learn.
C.	Improved oral language skills for PP pupils and therefore improved writing.	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.
F.	More-able PP children are provided with opportunities to work collaboratively across the Learning Trust and with other local primary schools to access challenging and competitive work.	Challenge afternoons working with other local primary schools to develop resilience and problem solving skills.

5. Planned Expenditure – Academic Year – 2019/20

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>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, reading and writing skills for PP pupils.</p>	<p>Talk4writing principles and approaches used and evaluated – writing progress to be monitored closely. Pupils assessed on entry (baseline) and Launchpad for Literacy to be used to identify gaps and interventions put in place. Teachers model/roleplay stories and storytelling. All adults to model high quality language. Language opportunities to be exploited in every area of learning. Phonics training for all EYFS staff. Love of reading/reading for pleasure to be developed right from the start. Pie Corbett's Reading Spine to be used – books that should be shared and enjoyed with the children</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>English action plan and EYFS action plan highlights the importance of language skills, rich vocabulary and writing development, especially for PP pupils.</p>	<p>Lesson visits 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. Monitor English books to look at progress made in writing.</p>	<p>HT and SLT</p>	<p>Discussions with children during lesson visit and with their own class teacher. Ongoing monitoring of their developing vocabulary. Observe classroom for vocabulary.</p>
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B. Thinking skills approaches used to improve resilience and independence across the school	<p>Learning detectives and 'Gem' project CPD for children with Dr Tom Robson</p> <p>Inspire Project -this time we could get a female rugby player. Again, we will work with the Inspire project on independence and resilience as well as well-being.</p> <p>Durham Resilience Project – looks at well-being of children</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 progress.</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>Durham Resilience Project</p>	DHT	Ongoing throughout the year –observations, reports written and then follow up observations 5 weeks later.
Total budget cost: £55,000					

b) 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?

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 Christmas. Assessments will be monitored closely and provision given accordingly.	HT and SLT	Data will be analysed at the end of each half-term.
For selected pupils to be supported in accessing learning.	Small group TA support for PP pupils who require it.	Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.	Progress of pupils will be checked half-termly.	Headteacher and SLT	Data and interventions will be analysed at the end of each half-term.
Increase pupils achieving Greater Depth.	Provide booster for MAT pp. pupils to provide challenge and deepen learning.	The evidence suggests that providing academic support after school using stimulating activities has a positive impact on attainment.	Booster groups will begin after Christmas. Assessments will be monitored closely and provision given accordingly.	Head Teacher 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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<p>F. Opportunities for more-able PP pupils to work collaboratively on challenging and competitive work</p>	<p>Challenge afternoons across the Trust and with other local primary schools</p>	<p>There evidence to suggests that collaboration with competition between groups has a positive impact on performance. Approaches which promote talk and interaction between learners tend to result in the best gains.</p>	<p>Pupil Premium Lead to work with Cleves Cross Lead to develop exciting challenging and competitive activities</p>	<p>CB and JH</p>	<p>Summer term</p>
<p>E. Allows those from disadvantaged families to participate in a range of experiences that will support their engagement in learning.</p>	<p>Curriculum enrichment – supporting costs for educational visits and experiences to support pupils’ engagement in their learning including Winmarleigh Hall/Grinton/France Visit. Also include visits and vistors – local museums, places of worship etc</p>	<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>	<p>Reviewing programme of trips and attendance. Ensure all staff book learning visits or specialists</p>	<p>All staff</p>	<p>Review children attending visits or clubs a cross each term.</p>

<p>Digital learning spaces used to support children in school and at home.</p>	<p>Online Subscriptions -Conquer Maths - Bug Club - Lexia - TTRockstars - Fiction Express - Spelling Shed</p> <p>Purchase of new iPads</p>	<p>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 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>	<p>All children to have access to online resources in school and at home.</p> <p>Consider having a lunchtime or after school club where children can access online learning and receive any support that is required. Target individual pupils, especially PP children across school who may struggle with access at home.</p>	<p>All staff</p>	<p>Review children using online provision on a weekly basis – promote certificates in weekly assemblies.</p>
<p>Total budget cost: £10.000</p>					

Review of expenditure – Academic Year 2018-19

a) Quality of teaching for all

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
A - Greater % of PP pupils meeting or exceeding ARE in RWM	Additional teacher in Year 6 - 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>Year 6 PP children (14) Reading 71% (10) 43% (6) Writing 71% (10) 14% (2) GPS 71% (10) 64% (9) Maths 79% (11) 38% (5)</p> <p>Not as high a % as last year as a greater % of PP pupils were SEND with significant needs. The progress and achievement of PP pupils met or exceeded the National Averages for pupils not entitled to the PP grant</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>	£55,000 (Inspire project adds £1250 costs)
D – Greater % of PP achieving greater depth in writing by the end of KS2	<p>Additional teacher in Year 6</p> <p>Booster/study classes</p>	<p>2 out of the 7 children who achieved greater depth in writing were PP pupils. Last year no PP pupils achieved GD in writing.</p> <p>Writing study class for potential GD. 9 children invited, 4 were PP and 2 achieved GD</p>	Study classes are always a great success and will continue to be used as an intervention after school	

Thinking skills approaches used to improve resilience and independence across the school	Learning detectives and learning powers (Gem project) Also added the Inspire Project – builds resilience, working outside comfort zone and being ambitious	Meta-cognition (learning to learn) – research shows to have high impact. (EEF) Children’s behaviour towards learning continues to improve. Most pupils take ownership of their learning, use problem solving skills and persevere when activities become challenging. They are learning to manage their distractions.	Will need to continue to build resilience (including well-being). National figures show that more children are dealing with mental health issues and this affects their learning. Being part of the Durham Resilience Project this year (2019-20) should support our work on this. Learning detectives need to get reports written quickly and feedback to classes so they can work on powers.	
a) Targeted support				
Improve the quality of teaching and learning	Booster classes after school for targeted groups of Y6 children and during school holidays.	Booster classes well-attended. Classes held for reading/spelling and maths for ARE and writing for GD. All of the children who attended booster classes achieved ARE. Out of 9 invited to writing booster class, 7 achieved GD	Booster classes have been predominantly for Y6 children and they are successful. 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) Other approaches

<p>Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in learning.</p>	<p>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.</p> <p>Staff are also strongly encouraged to organise day visits/visitors to enhance the curriculum.</p>	<p>Pupils benefitted from these experiences that they may not experience otherwise.</p> <p>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</p>	<p>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>	
<p>Access to online learning, both at home and at school</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</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</p>	

		engagement in home learning.	support individual learners' needs. Consider providing a lunchtime/after-school club for those across school who need the extra support from teachers and may not have access at home.	
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