



## Pupil Premium Strategy Statement 2017 2018

1.Summary Information					
<b>School</b>	Cronton C.E. Primary School	<b>Total PP Budget</b>	<b>April 2017 £17 000</b>	<b>Date of most recent PP Review</b>	July/September 2017
<b>Academic Year</b>	2017-2018	<b>Number of Pupils Eligible for PP</b>	<b>13</b>	<b>Date for next internal review of this strategy</b>	April 2018
<b>Total Number of Pupils</b>	210				

2. Current Attainment RAISEonline 2016/2017 and Progress (%)		
	<b>Y6 Pupils Eligible for PP (School 16/17 – 4 children)</b>	<b>Pupils not eligible for PP National Average</b>
<b>% who achieved Expected Standard in Reading, Writing &amp; Maths</b>	75%	61%
<b>Reading Progress Score</b>	+3.4 (100%)	0 (77%)
<b>Writing Progress Score</b>	+3.1(75%)	0 (81%)
<b>Maths Progress Score</b>	+12.9 (100%)	0 (80%)

<b>3. Barriers to Future Learning ( For Pupils eligible for PP including High Ability)</b>	
<b>In-School Barriers ( Issues to be addressed in school, such as poor oral language skills)</b>	
<b>A.</b>	Writing skills and attainment are lower for the majority of PP pupils in Years 2 -6
<b>B.</b>	Mathematics skills and attainment are lower for the majority of PP pupils in Years 2-6
<b>C.</b>	Reading skills and attainment are lower for a small majority of PP pupils in Y2-6.
<b>D.</b>	PP Pupils in Y6 are currently working below the expected standard.
<b>External Barriers (Issues which require action outside of school – such as low attendance.)</b>	
<b>E.</b>	Attendance rates for some PP pupils are significantly lower than non-PP pupils.
<b>F.</b>	Some PP pupils in KS2 have difficulties with Social and Emotional aspects of their learning. This can affect their friendship groups which can cause disruption to their learning.
<b>G.</b>	Some families may be experiencing funding difficulties – making access to curriculum opportunities limited.

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured.</b>	<b>Success Criteria</b>
<b>A.</b>	To diminish the difference in reading skills and attainment between Non PP pupils nationally on average and PP pupils in Years 2 -6	Expected from Y2-Y6 in Reading Sept 2017 – 15% Nat. Other Reading – 71.4% Gap = 56.4% to be reduced to 0%.
<b>B.</b>	To diminish the difference in writing skills and attainment between Non PP pupils nationally on average and PP pupils in Years 2 -6	Expected from Y2-Y6 in Writing Sept 2017 – 30.7% National other Writing: - 76.3% Gap = 45.6% to be reduced to 0%
<b>C.</b>	To diminish the difference in maths skills and attainment between Non PP pupils nationally on average and PP pupils in Years 2 -6	Expected from Y2-Y6 in maths Sept 2017 – 15% National other Mathematics – 74.8% Gap = 59.8% to be reduced to 0%
<b>D.</b>	For PP Pupils in Y6 to perform in line with other non PP pupils at the expected and higher standards.	<b>Awaiting National Data on Higher Standard.</b>
<b>E.</b>	To improve attendance rates for those PP pupils with persistent absenteeism and bring in line with non-PP pupils.	Persistent absenteeism will be reduced. Attendance will be in line with other non PP pupils.
<b>F.</b>	To improve Social and Emotional well-being in targeted groups throughout the school.	Improvement of pupil’s behaviour and motivation as monitored through behaviour analysis report i.e. no sanctions required by PP pupils for behaviour.

<b>G.</b>	To support funding to access all curriculum opportunities.		Children from identified families will access the same curriculum opportunities as non PP pupils.			
<b>KEY TARGETS (Review 2016/2017)</b>	<p>The numbers of PP eligible children across the school are small (14 children) and therefore have been identified as a cohort for the purposes of monitoring attainment and progress.</p> <p>The school has identified the following Key Targets for this cohort:</p> <ol style="list-style-type: none"> <li>For PP pupils across the school to diminish the difference between PP pupils and other non PP pupils nationally on average, at the expected and higher standards, by the end of 2016/17:</li> </ol>					
<b>ALL PP PUPILS ACROSS THE SCHOOL</b>	Non PP Pupils National Average Expected	School PP Pupils Average Expected on entry Y1-6 2017	Current Difference	Non PP Pupils National Average Higher	School PP Pupils Higher Average on entry Y1-6	Current Difference
READING	71.4%	15%	-56.4%		7.7%	
WRITING	76.3%	30.7%	-45.6%		7.7%	
MATHS	74.8%	43%	-59.8%		0%	
<ol style="list-style-type: none"> <li>For PP pupils in Y6 to perform in line with other non PP pupils nationally on average, at the expected and higher standards in reading, writing and maths, by the end of 2017/18.</li> </ol>						
<b>Y6 PP PUPILS</b>	Non PP Pupils National Average Expected	School Y6 PP Pupils Average (Entry 2017) Expected	Current Difference	Non PP Pupils National Average Higher	School Y6 PP Pupils Average (Entry 2017) Higher	Current Difference
READING	71.4%	25%	-46.4%		0%	
WRITING	76.3%	50%	-26.3%		0%	
MATHS	74.8%	25%	-49.8%		0%	

5. Planned Expenditure						
Desired Outcome	Chosen Approach	Evidence and Rationale	Monitoring and ensuring effective Implementation	Staff Lead	Cost	Review April 2018
PP COHORT Each class teacher has clearly identified PP children and can deliver Quality First teaching based on individual needs.	Termly Pupil Progress meetings with each class teacher: To identify each disadvantaged pupil in each cohort. To review attainment and progress for the previous year for each child and identify any gaps and also for each previous term.	A quality First teaching approach can be based upon a detailed understanding of each individual child's starting point. This will inform planning and teaching approaches and any needed support or intervention.	Planned intervention is implemented and impact is monitored through Pupil Progress meetings. Key targets for both individual children and the cohort are monitored as being on track to be achieved and achieved by the end of the academic year.	ST All teaching Staff	none	
PP COHORT Improved reading, writing and maths skills across the Pupil Premium cohort.	Through termly Pupil Progress meetings: Identify necessary intervention to diminish the difference in attainment and progress. Y6 teacher to deliver CPD based on experience as a KS2 Writing Moderator for LEA. Continued development and implementation of the Maths Mastery approach in all classes. Accelerated Reader to be rolled out to Y3 and 4. Track and Monitor progress of PP children individually and as a group.	Interventions such as: Project X Plus 1/Power of 2 1-1 tuition Y6 Booster SEN Support have been used successfully previously to both provide targeted support to those identified children and prevent differences from widening and increase attainment. Accelerated Reader has had visible impact on reading in Y5 and 6 to encourage regular, good quality reading – improving word speed and language understanding. ( Accelerated Reading	Planned intervention is implemented and impact is monitored through Pupil Progress meetings and the school tracking system. Book Scrutiny Learning Walks Lesson Observations Effective systems of assessment. Internal Moderation Reading Ages will improve. Children not reading regularly at home can be identified. Key targets for both individual children and the cohort are monitored as being on track to be achieved and achieved by the end of the academic year.	TA (SEN Support)	TA hours Y1-5 £4, 500 Contribution from PP.	

	Funding for New Curriculum assessments and tests resources to enable accurate assessment.	Individual Tracking) Maths Mastery approach is helping children develop a deeper understanding of the mathematical concepts and preventing barriers to learning.				
PP COHORT Improved reading, writing and maths skills across the Pupil Premium cohort.	<ul style="list-style-type: none"> <li>• TA Small Group and 1-1 withdrawal across the school.</li> <li>• Additional TA hours in Y6. ( 3 x PM)</li> </ul>	Teachers plan specifically targeted interventions for delivery by TA. Communication between TA and teachers and the evaluations of activities will provide a continual basis for the individual children's next steps. Intervention can be immediate and relevant to the days learning and enable the children to move forward with the class in following lessons.	Planned intervention is implemented and impact is monitored through Pupil Progress Meetings and School Tracking System. Intervention evaluations filled in by staff delivering will inform future planning. Key targets are on track throughout the year and achieved.	DM	£3 700	
Y6 PP Improved reading, writing and maths skills across the Pupil Premium cohort.	2 x AM sessions Jan – May for Y6 Pupils.	Delivery of targeted revision and intervention sessions delivered by a qualified teacher will have impact. Assessment and monitoring of these will be used by the class teacher to inform planning and identify any further needs. Learning can be accelerated by 4 months on average. Sutton Trust EEF).	Planned intervention is implemented and impact is monitored through Pupil Progress Meetings and School Tracking System. Key targets are on track throughout the year and achieved.	LE	£3,400	
Y6 PP Improved reading, writing and maths skills	1-1 tuition for identified Y6 children Ongoing.	Evidence indicates that one to one tuition can be effective, on average	Planned intervention is implemented and impact is monitored through	Teaching staff	£2 000	

in Y6.	Course of 10 hours per child – possible 8 courses	accelerating learning by 5 additional months. (Sutton Trust EEF) Short regular sessions over a set period of time appear to be most effective.	Pupil Progress Meetings and School Tracking System. Key targets are on track throughout the year and achieved.			
PP COHORT Children who may be experiencing social and emotional difficulties or difficulties in school are identified and offered support and strategies to improve self-esteem or attitudes to school and learning.	Use PASS survey to identify barriers to learning. Identified children to work with Learning Mentor.	Interventions based around pupil's social and emotional health have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.	Those children with identified barriers to learning are supported and the difference diminished in attainment and progress between PP pupils and non-PP pupils.	GG SJ	£1,200	
PP COHORT All children have 100% access to all curriculum opportunities.	Identify families in difficulty to support funding to access curriculum opportunities. Club/trip attendance to be monitored. Each class to undertake at least one school trip a year. Residential Trips: Y5 – Llandudno Y6 – Robin Wood After school clubs offered to all year groups over the year.	Newcastle University, NatCen Social Research, and ASK Research, funded by the Nuffield Foundation, published April 2016, found evidence that indicates that children benefit from extended school time both in terms of attainment and progress and behaviour and relationships with peers.	100% access to all curriculum opportunities. Club registers monitored. Year groups monitored for opportunities and individual access. Children's University registers.	ST, GG, SJ	£1 500	
<b>Desired Outcome</b>	<b>Chosen Approach</b>	<b>Evidence and Rationale</b>	<b>Monitoring and ensuring effective Implementation</b>	<b>Staff Lead</b>	<b>Cost</b>	
PP COHORT Improved attendance rates for those PP pupils with persistent absenteeism and bring	Home/school liason through Attendance Service and Learning Mentor. Incentive approach to	The Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4.	Pupil attendance monitored half termly. Regular meetings with school Attendance Service and parents.	GG SJ	£700 Partial funding for service	

<p>in line with non-PP pupils.</p> <p><i>PP pupil overall average attendance:</i> 93.6%</p> <p><i>School Overall average attendance:</i> 96.7%</p> <p><i>( Difference -3.1%)</i></p> <p><i>Pupil with persistent absenteeism:</i> 66.58%</p>	<p>encourage attendance.</p>	<p>The findings are based on the attainment of pupils at the end of KS2 and KS4 in state-funded mainstream schools in the 2013/14 academic year, compared to their level of absence across all years in the relevant KS.</p> <p>Key findings for KS2 are set on pages 11-14 of the report.</p> <p>This report shows that, in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says:</p> <p>... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.</p>			
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