

# Pupil Premium Croyland Primary School 2018 – 2019 Action Plan

<b>1. Summary information</b>						
	Whole School PP	Eligible for PP £1,320	PP+ £2,300	Service Premium		
November 2018	417	142	11	2	155	37%
Year 6	59	26	3	1		
Year 5	61	24	2			
Year 4	59	26	2	1		
Year 3	59	15	1			
Year 2	60	18	3			
Year 1	59	15	0			
Reception	60	18	0			
Budget:		£171,600	£25,300	£600	£197,500	

<b>2. Pupil Outcomes: July 2017</b>				
YEAR 6 July 2017	PP 2016	PP 2017	PP 2018	PP 2019
Combined R/W/M	33%	32%	53%	
% reaching expected standard in reading	57%	52%	77%	
Progress measure reading from KS1	-3.80	-2.51	-3.5	
% reaching expected standard in writing	70%	54%	73%	
Progress measure writing from KS1	-1.26	-0.85	-2.1	
% reaching expected standard in maths	43%	52%	69%	
Progress measure maths from KS1	- 3.92	-2.97	-3.1	
% reaching expected standard in SPAG	57%	62%	73%	
Progress measure SPAG from KS1			-2.8	

<b>YEAR 2 - July 2017</b>	<i>PP 2016</i>	<i>PP 2017</i>	<i>PP 2018</i>	
% reaching expected standard in reading	79%	64%	77%	
% reaching the higher standard in reading	33%	23%	31%	
% reaching expected standard in writing	79%	55%	62%	
% reaching the higher standard in writing	17%	14%	23%	
% reaching expected standard in maths	79%	77%	69%	
% reaching the higher standard in maths	29%	18%	23%	
<b>Phonics</b>				
Percentage of children achieving a pass	68%	62%	88%	
<b>GLD</b>				
GLD	71.4	70%	50%	

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In – school barriers:

<b>A.</b>	Pupil Needs – multiple vulnerabilities as barriers to learning and holistic growth and wellbeing.
<b>B.</b>	Parental engagement with learning opportunities at home (daily reading and spelling)
<b>C.</b>	Internal learning drive – growth mind-set /aspiration. Pupils self-drive for success? What is out there in the world? Careers... Long term thinking?

#### External barriers:

<b>D.</b>	<p>The Acorn profile ranks us as 37/321 in terms of proportion eligible. 1 being the highest. This is colour coded red. Our predominant community are living in urban adversity or are financially stretched. The title “urban adversity” totals at least 79% of the school community.</p> <p>We are in the highest Deprivation Quintile - lowest 20% of Schools.</p> <p>There are often many challenges for the family within their home which can distract from supporting a child’s educational growth. They themselves do not have the internal capacity, space or time to do this.</p> <p>Many of our parents will admit that their own schooling was poor and they themselves lack the skills and confidence to support their child’s learning as they grow older.</p> <p>There are also many easy distractions for children including electronic games and these take preference over homework.</p> <p>Where children’s home care is poor and social care are involved, the pace of positive change for the family is generally slow. These impact on a learning mind-set/availability of the child.</p>
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#### **4. Desired outcomes:** *(Desired outcomes and how they will be measured) OFSTED KEY use re % / descriptions*

Although outcomes are improving at Year 6 and 2, disadvantaged pupils in Years 1, 3, 4 and 5 are achieving less well than those in other year groups.

PP Pupils achieving greater depth in maths at KS1 maintain this learning journey and achieve greater depth in their current year group.	<p>The year group has a different set of KS1 results which we will measure success against at Pupil achievement discussions throughout the year.</p> <p>2018 Year 6</p>
The Reading Standards of the PP cohort in Years 3, 4, 5, are inline or better than their KS1 outcomes. (progress improvement)	<p>Maths Progress -2.7</p> <p>Reading Progress -3.1</p>
PP pupil attendance is above that of Non PP pupils.	Attendance target for PP cohort – 96%. (With the removal of pupils with severe medical needs)
Parents of this cohort support their children with homework and engage with home reading activities.	The majority of PP parents actively support their children in home learning. (51 – 64%)

#### **5a. Committed Expenditure**

A number of staff have their salaries committed to the PP budget. This is calculated as 37% of their salary. Further details can be found in the action plan below.

### 5b. Planned expenditure:

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 Focus Evaluated following Evaluation data added	What is the evidence and rationale for this outcome? Educational Endowment Foundation	Chosen Action/Approach	How will we ensure it is implemented well?	Staff Lead Budgeted Cost	Measure of Success/ Lessons learned (and whether we will continue with this approach)
The notion of self-improvement and “practise makes perfect” is embedded throughout the school.	<p>We want our children to be intrinsically motivated by learning and to know that “practise makes perfect” or in the very least, enables improvements to be made.</p> <p><b>EEF Reference: (Months)</b></p> <ul style="list-style-type: none"> <li>Meta – cognition and self-regulation +8</li> </ul>	<p>Getting better Plans: Each teacher has one hour dedicated time each week, to work with 5 identified children, over six weeks.</p> <p>The class teacher and child will identify where and how they must improve and monitor and evaluate their own progress towards their targets.</p> <p>Additional practise opportunities will be sent home.</p> <p>Successful plans and achievements will be rewarded /awarded with a “Smarty pants” badge.</p>	<p>LH to teacher RE one hour a week to each class. This time is allocated to Getting Better Support.</p> <p>Monitoring of plans and outcomes by PP Lead will demonstrate the effectiveness of this time.</p> <p>Reporting of the value of this time will be made to CR – PP Governor.</p>	<p><i>RE Teacher :</i> <i>37 % of 12 hours</i> <i>x 38 weeks</i></p> <p>Badges £90</p> <p><b>= £793.35</b></p>	

<p>PP pupils demonstrate (within class cohorts) improvements in their reading achievements</p>	<p>Reading Comprehension Strategies focus on the learners' understanding of written text and the authors thought processes.</p> <p>Pupils are taught a range of techniques which enable them to immerse themselves in a story and comprehend what they read and why the author chooses the techniques they did.</p> <p><b>EEF Reference: (Months)</b> Reading Comprehension Strategies (+6 months).</p>	<p>PIRA assessments in the three core areas, taken 3 x a year show progress, as a cohort from term to term and are inline or above the year group average in Summer 2019 testing.</p> <p>Engagement and motivation to Reading: Cracking Comprehension: Online comprehension tool to promote reading as an alternative to books within Book Talk.</p>	<p>PIRA Testing dates within the calendar Autumn Testing Completed. Reading lead, leading on how to use the diagnostic information to plan next steps teaching and learning.</p> <p>Reading Monitoring Review of Cracking Comprehension: Implementation Frequency Teacher Voice Pupil Voice ARE outcomes – is it value for money?</p>	<p><i>PIRA Testing Costs</i> <b>£1,081</b></p> <p><i>Cracking Comprehension</i> <b>£509.15</b></p> <p><b>= £1,382</b></p>	
<p><b>Total budgeted cost</b></p>					<p><b>£2,175.35</b></p>
<p><b>ii. Targeted support :</b></p>					

<p>All PP children, within Years 3, 4, 5, 6 who require additional learning intervention in maths, achieve their targets, a two term timescale.</p>	<p>There are children, who are falling behind their peers despite leaving KS1 at the same standard. We hope to ensure, that through additional teaching, this slippage from year to year can be halted.</p> <p><b>EEF Reference: (Months)</b> Small Group Tuition = (+6 months)</p>	<ul style="list-style-type: none"> <li>To employ an additional T/TA of maths to enable identified learners to “keep up” not “catch up”</li> </ul> <p>JW - maths interventions 2 x days EB - maths intervention 1 x day</p> <p><b>Desired:</b></p> <p>Year 6 Additional TA – maths focus</p> <p>KS1 Core Subject intervention</p>	<p><i>Maths Intervention</i> <i>Teacher £5,048</i></p> <p><i>Maths Intervention</i> <i>Teacher £3,051</i></p> <p><b>Teacher: 3 days £3,051</b></p> <p><b>TA: 5 Mornings £3,466</b></p> <p><b>= £14,616</b></p>	
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<p>All pupils with SEND/who are receipt of PP, make good progress within their area of need</p>	<p>Speaking and Listening:</p> <p>Many of our children display Speech and language Needs. In order to support their development, we have employed a specialist TA to deliver NHS SALT programs.</p> <p>Switch On :</p> <p>Reading is a life skill and currently, there are many distractions that prevent reading at home and not all parents are equipped with the knowledge of how to support their child with engaging and understanding more challenging texts.</p> <p><b>EEF Reference: (Months)</b></p> <ul style="list-style-type: none"> <li>• Individualised Instr. +3</li> <li>• Teaching Assistants +1</li> <li>• Early Years intervention +3</li> <li>• Oral Language Interventions +5</li> </ul>	<p>Role of ML in providing S &amp; L support</p> <p>Role of AI in ensuring provision for this group of pupils.</p> <p><b>Core Group of Pupils: EHCP/SEND register, support class teacher with the implementation of specific strategies that will enable them to make good progress against their identified areas of need.</b></p> <p>Role of LBr in providing Switch on Reading</p> <p>Roll of SEND TAs in supporting individual Learning:</p>	<p><i>SEND TE=</i> <i>£9,788</i></p> <p><i>SEND TA SALT =</i> <i>£6,540</i></p> <p><i>SEND TA SO -</i> <i>£6,223</i></p> <p><b>SEND TAS:</b> <b>£21,120</b></p> <p><b>= £43,671</b></p>	
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<p>All pupils/who are receipt of PP, make good progress within their area of need</p> <p>Pastoral Intervention</p> <p>Behavioural Intervention</p>	<p>At Croyland primary School, we use Maslow's hierarchy of needs to ensure that children have the available capacity to learning. This can be both short term and long term need in children's lives.</p> <p>Both of these teams also work with parents to achieve better holistic outcomes for their children.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> <li>• Individualised Instr. +3</li> <li>• Social and Emotional Learning +4</li> <li>• Parental involvement</li> </ul>	<p>Sensory Circuits</p> <p>Hub Breakfast</p> <p>Behaviour Team: GS/NF/MW</p> <p>Pastoral Team : CB/RC/SW</p> <p>Nurture Class: KJ/GS</p> <p>PW: School Counsellor</p>	<p>Pastoral Team ( x 3 staff)</p> <p>Behaviour Team ( x 3 Staff)</p> <p>Penny Willis</p>	<p>£18,631</p> <p>£47,424</p> <p>£2,280</p> <p>£68,335</p>	
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<p>All class and SEND TAs facilitate effective teaching and learning for their allocated pupils.</p>	<p>Croyland is recognised as a fully inclusive school and the number of children identified as having significant needs are high. In order to provide effective education for these children and the welfare requirements they need – additional adult support in the form of TAs is necessary. EEF Reference: (Months)</p> <ul style="list-style-type: none"> <li>• Individualised Instr. +3</li> <li>• Teaching Assistants +1</li> </ul>	<p>Monitoring, in response to the training, shows that all facilitators are effective in their role.</p> <ul style="list-style-type: none"> <li>• Autumn 1 (Baseline)</li> <li>• Spring 2 (Review 1)</li> <li>• Summer 2 (Review 2)</li> </ul> <p>Areas observed and rated against:</p> <p>1: Thorough discussion – TA demonstrates a secure knowledge of the child's needs academically and or within PSED.</p> <p>2. Observation demonstrates that TA makes a positive impact on learning and or PSED needs.</p> <p>3. Evidence from Learning Scrutiny demonstrates sustained positive impact by TA against ASP targets.</p> <p>4 TA is motivated to improve their practice.</p>	<p>37% of class TAS Budget :</p> <p>Year R X 2</p> <p>Year 1 X 2</p> <p>Year 2 X 2</p>	<p><b>£17.845</b></p> <p><b>£61.435</b></p> <p><b>£79,280</b></p>	
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<p><b>PP child are given every opportunity to enhance and embed their school learning</b></p>	<p>Not all children have a place, resource and the adult support to complete out of school learning tasks. Homework clubs are provided and pupils are encouraged to attend.</p> <p><b>EEF Reference: (Months)</b></p> <ul style="list-style-type: none"> <li>Homework +2</li> <li>Parental involvement +3.</li> </ul>	<p>Review PP numbers who read at home.</p> <p>Review of PP Reading Activities/reading to an adult – increase the number of reading volunteers in school.</p> <p>Track PP attendance at Homework club and direct parents/child to this after school club.</p> <p>PP focused learning scrutinises are completed and their outcomes are compared against the Non – PP cohort.</p> <p>Registers of clubs are analysed and children are positively discriminated to ensure attendance.</p>	<p>Homework Club: NF</p> <p>(4 hours a week)</p> <p>37% of £6986</p>	<p><b>£847</b></p>	
<p><b>Total budgeted cost</b></p>					<p><b>£206,757</b></p>
<p><b>iii. Other approaches:</b></p>					
<p>PP pupils experience a wealth of new and exciting learning opportunities to give them positive aspirations for the future</p>	<p><b>EEF Reference: (Months)</b></p> <p>Arts Participation +2</p> <p>Outdoor learning +4</p> <p>Sports Participation =+2</p>	<p>Response To Need: Application</p>		<p><b>£5,000</b></p>	

PP pupils demonstrate the value of "Be Smart" in their appearance	<p>Be Smart is a core school value.</p> <p><b>EEF Reference: (Months)</b></p> <ul style="list-style-type: none"> <li>School Uniform +0</li> </ul>	<ul style="list-style-type: none"> <li>Children's economic status is not visible within the school community due to uniform.</li> <li>All pupils who are deemed eligible for PP funding are given a £30 voucher for families to spend on uniform/trips as parents require.</li> </ul>	All children who enter as a midyear entry and in EYFS are asked to check their eligibility. On receiving confirmation, we will provide the voucher.	<p><b>Approx. 20 vouchers per year £30</b></p> <p><b>£510</b></p>	
<b>Total budgeted cost</b>					<b>£5,510</b>
<b>Total budgeted cost</b>				£197,500	
<b>Budget Commitment</b>				<b>£214,442</b>	
<b>Difference</b>				<b>-£16,942</b>	