

Pupil Premium Croyland Primary School 2017 – 2018 Action Plan

1. Summary information					
	Whole School	Eligible for PP £1320	PP+	Service Premium	
November 2017	415	145 (35%)	5	2	
Year 6	59	29	1		
Year 5	59	25	1	1	
Year 4	60	23			
Year 3	59	25	1	1	
Year 2	60	14	1		
Year 1	59	18	1		
Reception	59	11			
Budget:	£191,400		£9,500	£600	£201,500

2. Pupil Outcomes: July 2017				
YEAR 6 July 2017	PP 2016	PP 2017	PP 2018	Attainment improvement at KS2
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	

YEAR 2 - July 2017	PP 2016	PP 2017	PP 2018	
% reaching expected standard in reading	79%	64%	77%	Attainment improvement at KS1
% 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%	
Phonics				
Percentage of children achieving a pass	68%	62%	88%	
GLD				
GLD	71.4	70%	50%	

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

In – school barriers:

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| A. | Pupil Needs – multiple vulnerabilities as barriers to learning (Maslow Hierarchy of Needs) School Readiness |
| B. | Parental engagement with learning opportunities (Homework and Reading) |
| C. | Internal learning drive – growth mind-set /aspiration – what is out there in the world? Careers. Who are their role models’? |

External barriers:

D.	<p>The new Universal Infant Free School Meal (UIFSM) system has reduced the number of children in school claiming free school meals. We are on a continuous drive to secure more pupils. Croyland is in a low social, economic zone with low employment, over crowded housing and lower rates of higher education.</p> <p>The Acorn profile ranks us as 37/321 in terms of proportion eligible. 1 being the highest. This is colour coded red.</p> <p>Our predominant community are living in urban adversity or are financially stretched. 79% of the school community.</p> <p>Where children's home care is poor and social care is involved, the pace of positive change for the family is generally slow. This impacts 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 improving, outcomes for **disadvantaged pupils are too variable.** Disadvantaged pupils in Years 1,3,4 and 5 are achieving less well than those in other year groups.

A.	<p>School support either Academic, Language, Behaviour, Pastoral, provides evidence of positive progress from an identified base line.</p>	<ul style="list-style-type: none"> • A very large majority of PP pupils make progress within their identified intervention. 	<p>Interventions were provided by the learning, behaviour and pastoral teams within the school. Assessments demonstrate that the large majority of pupil made progress against their target.</p> <p>Richard Sutton July 2018</p> <p>Leaders have developed excellent strategies for measuring the impact of academic and pastoral interventions. As a result, they are increasingly in a strong position to review activities so that maximum impact is assured.</p>
B.	<p>The Combined attainment in all year groups moves closer towards national attainment. (Yr. 3-6)</p>	<ul style="list-style-type: none"> • At least 60% of the Year 6 PP cohort to achieve combined attainment reading by the end of their academic year. • The Combined attainment in year groups 3, 4, 5 moves closer towards national attainment. 	<p>Year 6 Combined R/W/M = 53%</p>

C.	The Reading attainment of this cohort is broadly in line with National Average Attainment in all year groups.	<ul style="list-style-type: none"> At least 70% of the Year 6 PP cohort to achieve the national bench mark in reading by the end of their academic year. The reading attainment in year groups 3, 4, 5 moves closer towards national attainment. 	77 % of PP pupils reached the expected standard in reading. Yr 3 = 57% Yr 4 = 63% Yr 5 = 52 %
D	Parents of this cohort support their children with homework and engage with home reading activities.	<ul style="list-style-type: none"> The majority of PP parents actively support their children in home learning. (51 – 64%) 	Data not collected

5. 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.

During the summer Term, we invested in a PP Audit by Richard Sutton (Optimus Education) . His finds have been used to support our evaluations.

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)
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<p>1) PP attainment in maths shows continues improvement. Narrowing the gap between the whole school cohort and the National Benchmark.</p>	<p>July 2017:</p> <p>National – 75% Maths FC - 62% Maths PP - 54%</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> Mastery Learnings +5 Digital Technology +4 Parental Invol.+3 Small group tuition +4 	<ul style="list-style-type: none"> Whole School Training in Bar Model, Problem Solving and Reasoning Calculation Policy: Is it progressive from year to year, focusing on conceptual understanding rather than process/procedural. MTP to focus on the core mathematical concepts - rather than those that fit with “chosen resource”. Three Teacher Structure - Year 6 Subject Leader Development - AD/KC Resource investment – Conceptual understanding Problem Solving and Reasoning TT Rock Stars – License and KC reviewing impact/progress Summative Assessment Package - White Rose to quality assure teacher assessments. Revise staff Structure and role of AD/EB to support intervention teaching. Parent learning mornings in maths: Promotion of Apps/games that support learning. IT is a natural engage in this community. Newsletters share the language of learning in particular subjects - e.g. partitioning in maths. <p>Further detail of all the above can be found in the leader’s action plan.</p>	<p>Subject Leader Team: Kelly Collins and Ashleigh Duncan are working on independent maths - Fiona Goddard and the Maths Teaching Hub to write concepts based calculation Policy and enhances Teaching and learning across the three areas of NC maths.</p> <p>A teaching and learning improvement cycle is in place which includes lesson observations, lesson study, learning walks and scrutinises. The subject leaders for maths report qualitatively on the improvements in teaching and learning following an improvement cycle.</p> <p>Reporting to SLT/Gov:</p> <ul style="list-style-type: none"> 20thApril 2018 End of Summer 1 2018 End of Summer 2 2018 	<p>Independ maths Consult. Staff A: £305 FG – 6 days: £1525</p> <p>Maths Resources: £175</p> <p>TT Rock Stars:</p> <p>Maths Training Hub Support:</p> <p>Staff B: £80 Staff C: £130 Staff D: £200</p> <p>Total: £2145</p>	<p>National 2017 – 75%</p> <p>Year 6:</p> <p>Maths Non PP = 70% Maths PP = 69%</p> <p>Year 2 Cohort:</p> <p>Maths Non PP = 69% Maths PP = 69%</p> <p>EYFS:</p> <p>Maths Non PP = 69% Maths PP = 58%</p>
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<p>2) PP attainment in reading shows continued improvement. Narrowing the gap between the whole school cohort and the National Benchmark.</p>	<p>The teaching of reading requires improvement.</p> <p>Adults are not ensuring that all pupils in their Phonics groups are learning appropriately. Pupils' reading Comprehension, is not developed as well as it should be.</p> <p>July 2017:</p> <p>National – 71%</p> <p>Reading FC - 64%</p> <p>Reading PP - 54%</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> • Mastery Learnings +5 • Phonics +4 • Reading Com +5 	<ul style="list-style-type: none"> • Book Talk collections per year group rather than whole KS2 access. • Summative Assessment through Test Base to Quality Assure Teacher Assessment Results – research a “package” that offers QLA. • Local Authority Reading project - collaborative support through Spring Lane Primary School. How is reading facilitated/impact of systems? • Comprehension embedded as a standalone reading task. • Additional opportunities. Assessment tasks to respond to gaps in learning profile. • Phonics Teaching and Learning Review: JT focus on re training and reviewing the impact of group based pedagogy rather than whole class teaching. • Leadership development of identified staff to undertake lesson observations and learning scrutinises. 	<p>Subject Leader Team are working with Northamptonshire Reading Project.</p> <p>A teaching and learning Improvement cycle is in place which includes lesson observations, learning walks and book scrutinises. The subject leaders for reading and phonics report qualitatively on the improvements in teaching and learning following an improvement cycle.</p> <p>Reporting to SLT/Gov:</p> <ul style="list-style-type: none"> • 20thApril 2018 • End of Summer 1 2018 • End of Summer 2 2018 	<p>Whole School Reading Journals: £2418</p> <p>Book Talk Resources: £586.00</p> <p>Total: £3004</p>	<p>National 2017 – 75%</p> <p>Year 6:</p> <p>Reading Non PP = 73%</p> <p>Reading PP = 77%</p> <p>Year 2 Cohort:</p> <p>Reading Non PP = 76%</p> <p>Reading PP = 77%</p> <p>EYFS:</p> <p>Reading Non PP = 74%</p> <p>Reading PP = 58%</p> <p>PP Phonics: 88%</p> <p>Non PP Phonics: 80%+</p>
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<p>3) All teachers are effective in the pedagogy that forms part of the school development and improvement plan.</p>	<p>Leaders have not ensured that the quality of teaching is consistently good throughout the School.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> • Mastery Learnings +5 • Performance pay +1 	<ul style="list-style-type: none"> • A teaching and learning monitoring cycle ensures that teaching and learning is enhanced and is sustained over time • Learning scrutinizes focus upon the achievements of PP pupils as a comparative baseline to the rest of the cohort. • Subject Leaders identify highly effective teaching practice. • Teaching and learning support takes place for those where teaching and learning is identified as less than effective • Governor subject leaders' interviews focus upon PP achievement against the whole cohort. 	<p>All leaders are now evaluating teachers' effectiveness based upon the Ofsted scale.</p> <p>All leaders are providing focussed targets for improvement, with a review date for implementation.</p> <p>These measurements are reported following an improvement cycle. An improvement cycle is focussed upon "self-Improvement".</p> <p>Leaders collate baseline and review data quantitatively to measure Teaching and Learning improvement and effectiveness. Support is requested from SLT where improvements in teaching and learnings have not been made over a six week cycle.</p> <p>Leaders are also evaluating teachers based upon all aspects of the teacher standards - these are reported to the governing Body through the Pupil achievement and Welfare Committee.</p>	<p>Write Way Training: £539</p>	<p>Summer 2018 Quality of Teaching and learning is effective in 80 – 96% classrooms</p> <ul style="list-style-type: none"> • Maths 57% teaching is effective • Reading 83% of Year 3, 4, 5, comprehension teaching is deemed effective • Writing 100% of Ks2 teachers effective • Phonics 100% of Ks1 teachers effective
<p>Total budgeted cost</p>					<p>£5688</p>

ii. Targeted support :

<p>4) Small group teaching/individual support enables barriers to learning and gaps in learning to be identified and addressed through focussed support.</p>	<p>Leaders have not checked closely on the progress of disadvantaged pupils.</p> <p>They have not checked well enough if the pupil premium funding is being used effectively. (Learning and EAL)</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> • Individualised Instr. +3 • Feedback +8 • Mastery +5 • Reducing Class Size +3 	<ul style="list-style-type: none"> • Year 6 – three teacher team structure to facilitate smaller teaching groups and personalised learning. • How is progress/impact reported through fluid group organisation? • Focussed monitoring of PP children progress through a 2 point assessment from a secure baseline. • Pupil Premium Provision map ensures that PP funding supports a child’s primary need/barrier to learning. • SEND/EAL profile to ensure that PP funding is being used to pay the correct staff/intervention: How many children fall into • EAL/SEND/Behavioural/Pastoral Progress Reports, compared 	<p>Monitoring and reporting of Pupil Premium progress against ARE expectations and personalised targets is in place.</p> <p>PP Book scrutinises are completed as part of subject monitoring, with comparatives to their non PP peers made.</p>	<p><i>Staff E: £23000</i></p> <p><i>Staff F: £29000</i></p> <p><i>Staff G: £28306</i></p> <p>Total:</p> <p>£80306</p>	<p>“Learning intervention reports” show that the very large majority of pupils have made good progress within the intervention that they have accessed.</p> <p>In Year 6, the impact of the third teacher has enabled individual children to achieve ARE or, make significant progress from their starting point in July 17.</p> <p>See AD Impact reports.</p> <p>Richard Sutton Audit Leaders have developed excellent strategies for measuring the impact of academic and pastoral interventions. As a result, they are increasingly in a strong position to review activities so that maximum impact is assured. Many disadvantaged pupils in Years 2 and 6 are achieving well. The ‘third teacher’ strategy is effective.</p>
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<p>5) Pupils, who require specific Learning, SEND/SEMH/ PASTORAL support, receive this.</p>	<p>Children who have additional needs are often on a waiting list to gain the assessments they need.</p> <p>Where it is an option, we will procure private services to ensure that assessments are completed as quickly as possible.</p> <p>High Needs or EHCP support does not fully cover the cost of 1-1 support.</p> <p>Where a child requires this to access all that school provides, their funding will be topped up by PP support.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> • Social and Emotional +4 • Behaviour Interventions +3 • Oral Language interventions +5 • Mastery +5 • Reducing Class Size + 3 	<p>The school has in place academic, behaviour and Pastoral intervention teams.</p> <ul style="list-style-type: none"> • All SEND PP pupils receive the specific assessments they require, enabling their full participation in school life within a short time frame. • ALL SEMH PP receive the assessments and resources they require to support their emotional and learning needs. • Any pupil in the school, whose wellbeing is identified as a cause for concern, will have access to the Pastoral Team or school counsellor. <p>All children who access such interventions are set targets based upon a baseline discussion and/or assessment between their parents, their class teacher and themselves. These targets are reviewed and scored every six weeks to ensure that progress is made towards our desired outcome for them.</p>	<p>SEND/EAL/Behavioural/ Pastoral Impact Reports identify individual and cohort progress.</p> <p>Progress of individuals/interventions discussed/evaluated within the teams every 6 weeks and reported to SLT at the end of every second term.</p> <p>These reports are discussed between the Head/Deputy and AHTs every term to ensure that the intervention is proving to have a positive impact and is worthwhile maintaining.</p>	<p>35%</p> <p>Staff H: £10,332 Staff J: £5030 Staff K: £2120 Staff L: £7355 Staff M: £7141</p> <p>Total:</p> <p>£31,978</p> <p>HNF Tops ups – vulnerable pupils (Send PP Provision Map)</p> <p>£47,829</p>	<p>Intervention Reports: Behaviour/Academic/ Pastoral show that the very large majority of pupils have made good progress within the intervention</p> <p>Richard Sutton Audit Leaders have developed excellent strategies for measuring the impact of academic and pastoral interventions. As a result, they are increasingly in a strong position to review activities so that maximum impact is assured.</p>
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<p>6) All class and SEND TAs facilitate effective teaching and learning for their allocated pupils.</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>EEF Reference: (Months)</p> <ul style="list-style-type: none"> • Individualised Instr. +3 • Teaching Assistants +1 	<ul style="list-style-type: none"> • Whole school SWITCH Training - focus children are those identified as PP. 	<p>Monitoring, in response to the training, shows that all facilitators are effective in their role.</p> <ul style="list-style-type: none"> • Autumn 1 (Baseline) • Spring 2 (Review 1) • Summer 2 (Review 2) <p>Areas observed and rated against:</p> <p>1: Through 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>Switch On Training:</p> <p>£1,803</p>	<p>An improvement cycle demonstrates that the vast majority of facilitators are effective in their role.</p> <p>Area 1: 88% of individuals are effective.</p> <p>Area 2: 100% of individuals are effective.</p> <p>Area 3: 82% of individuals are effective.</p> <p>Area 4: of 100% individuals are effective.</p> <p>Reference – summary of performance monitoring 2017-2018 AI.</p>
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<p>7) To employ additional Teaching Assistants with a focus upon reading and Writing intervention.</p>	<p>Switch On has proved a very effective Reading Intervention. As reading is a life skill, and success in the world is dependent upon it, we have made the decision to invest in Reading Intervention TAs.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> Individualised Instr. +3 Teaching Assistants +1 	<ul style="list-style-type: none"> To employ additional TAs on a full time contract to undertake solely the intervention of SWITCH ON. 	<p>Monitoring in response to the training shows that all facilitators are effective in their role.</p> <ul style="list-style-type: none"> Autumn 1 (Baseline) Spring 2 (Review 1) Summer 2 (Review 2) 	<p>Staff N: £16819</p> <p>Staff O: £7229</p> <p>Staff P: £7636</p> <p>Total:</p> <p>£31684</p>	<p>All pupils who undertake the intervention made good progress in their reading – based on Switch on Assessment</p> <p>See personalised intervention logs of LB (SEND)</p>
Total budgeted cost					£190,600
iii. Other approaches:					
<p>8) PP child are given every opportunity to enhance and embed their school learning</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>EEF Reference: (Months)</p> <ul style="list-style-type: none"> Homework +2 Parental involvement +3. 	<ul style="list-style-type: none"> Review PP numbers who read at home. Review of PP Reading Activities/reading to an adult – increase the number of reading volunteers in school. Track PP attendance at Homework club and direct parents/child to this after school club. 	<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>Staff L:</p> <p>Salary include above</p>	<p>Increase in pupil numbers attending homework club through the active role of class teacher/parent.</p> <p>Pupil Premium children, identified as vulnerable through lack of engagement, are supported in school through reading volunteers.</p>

<p>9) The notion of self-improvement is embedded throughout the school</p>	<p>We want our children to be intrinsically motivated by learning and for this way of being to continue into secondary school.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> • Meta – cognition and self regulation +8 	<ul style="list-style-type: none"> • All children identify where and how they must improve and monitor and evaluate their own progress towards these. 	<p>What can I improve upon “targets” are set and reviewed termly. Children are asked to identify what they need to do to improve them.</p> <p>LD analyses these as part of SDI planning.</p>	<p>£0</p>	<p>Is this strategy leading to creating self-motivated learners – how are children helping themselves?</p> <p>The strategy we employed was not effectively embedded by all teachers. It did not continue after the Spring Term 2018. This desired outcome will continue into 2018/19 action plan.</p>
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<p>10) PP children attend/access school enrichment opportunities with a financial expectation.</p>	<p>We want all of our children have access to enrichment in order to broaden their life experiences. We know that many of our children have limited out of school experiences.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> Outdoor adventure Learnings +4 	<ul style="list-style-type: none"> Subsidise the cost of school visits and residentials, holiday and after school club as enrichment and respite opportunities. 	<p>Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.</p> <p>EEF - Outdoor Adventure Learning (+3 months) Monitoring</p> <p>All children, who show interest in attending a residential enrichment opportunity, are supported to be able to do so.</p>	<p>£2000 budget predication based upon previous figures</p>	<p>Richard Sutton Leaders manage the pupil premium funding well. They have 'ring fenced' this additional funding so that eligible pupils benefit fully.</p> <p>Disadvantaged pupils, as well as others, enjoy school, feel safe and say they are well cared for. This was evident during this review.</p> <p>There were few differences in the responses that the pupils gave to questions about rewards and attendance at clubs. This suggests that there is no disproportionality in these areas.</p>
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<p>11) PP pupils demonstrate the value of "Be Smart" in their appearance</p>	<p>Be Smart is a core school value.</p> <p>EEF Reference: (Months)</p> <ul style="list-style-type: none"> School Uniform +0 	<ul style="list-style-type: none"> Children's economic status is not visible within the school community due to uniform. All pupils who are deemed eligible for PP funding are given a £30 voucher for families to spend on uniform/trips as parents require. 	<p>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>	<p>£500</p>	<p>All midyear arrivals are supported in "fitting in" by access to a new uniform.</p>
Total budgeted cost					
Budget Commitment				£199,288 Committed	
Difference				£2212	