

Pupil Premium Croyland Primary School 2019 – 2020 Action Plan

1. Summary information: Highlighted cell: Cohort characteristics is greater than the national average (Nova 18/19)									
	<i>Ks2 National %</i>	<i>Yr. R</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>	<i>Yr. 6</i>	<i>Total</i>
PP	KS2 29.3 KS1 20.3	28.3% (17)	31.7% (19)	26.7 (16)	26.6 (16)	28.3 (17)	44.8 (26)	40% (24)	32.13%
PP+					1.67% (1)	1.67% (1)			0.48% (2)
Male	51.1								
EAL/PP	<i>Pupils</i>	2	1					1	
SEND/PP	<i>Pupils</i>	2	3	4		6	5	2	
PP/EHCP						1 (top up)		2 (top up)	
PP Award £1,320		£22,440	£25,080	£21,120	£21,120	£22,440	£34,320	£31,680	£178,200
PP+ £2,300					£2,300	£2,300			£4,600

2. Pupil Outcomes: July 2019					
	PP 2016	PP 2017	PP 2018	PP 2019	PP2020
Combined R/W/M	33%	32%	53%	47%	
% reaching expected standard in reading	57%	52%	77%	52%	
Progress measure reading from KS1	-3.80	-2.51	-3.5	-5.2	
% reaching expected standard in writing	70%	54%	73%	56%	
Progress measure writing from KS1	-1.26	-0.85	-2.1	-4.4	
% reaching expected standard in maths	43%	52%	69%	52%	
Progress measure maths from KS1	- 3.92	-2.97	-3.1	-4.3	
% reaching expected standard in SPAG	57%	62%	73%	56%	

YEAR 2 - July 2017	PP 2016	PP 2017	PP 2018	PP 2019	PP2020
% reaching expected standard in reading	79%	64%	77%	65%	
% reaching the higher standard in reading	33%	23%	31%	18%	
% reaching expected standard in writing	79%	55%	62%	41%	
% reaching the higher standard in writing	17%	14%	23%	12%	
% reaching expected standard in maths	79%	77%	69%	59%	
% reaching the higher standard in maths	29%	18%	23%	12%	
Phonics					
Percentage of children achieving a pass	68%	62%	88%	60%	
GLD					
GLD	71.4	70%		50%	53%

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

In – school barriers:

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| A. | Pupil - pastoral vulnerabilities as barriers to learning and holistic growth and wellbeing |
| B. | Low appreciation to reading as hobby – it is a school subject. |
| C. | Vocabulary and spoken language limitations |
| D. | Pupil and parent engagement with learning opportunities at home to consolidate and enrich learning |

External barriers:

<p>C.</p>	<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. In all year groups, we have a greater number than the national average of disadvantaged pupils.</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>Where children’s home care is poor and social care is involved, the pace of positive change for the family is generally slow. These impacts on a learning mind-set/availability of the child.</p>
<p>4. Desired outcomes: (Desired outcomes and how they will be measured) OFSTED</p> <ul style="list-style-type: none"> • The attainment gap between PP/Non Pupil Premium pupils continues to diminish at the end of EYFS, Year 2 and Year 6 • The vast majority of pupil premium pupils who achieved greater depth in the core subjects at KS1, remain on track to achieve greater depth at Year 6. • All PP pupils with SEND, whose PP allocation is used to top up additional support, make good progress with within Achievement for All assessments. • Pupils in receipt of PP funding have good attendance at school and are positive in their attitude to learning and their future. 	<p>Measured?</p> <p>School data collection:</p> <p>3 x a year: Autumn 2, December 2, Summer 2:</p> <p>Year group/cohort (low/middle/high) TA/White Rose and PIRA data analysed to report on the number of pupils achieving the required standard, but also, to report on pupil achievements made between assessment points.</p> <p>Learning needs analysed from summative testing and reviewed between assessments: Are concepts/learning gaps being addressed and are they diminishing?</p> <p>PP pupils learning conversations Yr. 4/5/6 linked to data analysis: What personalised provision is required to enable potential to be maximised. What can leaders learn from these conversations?</p> <p>PP pupil with learning needs: what is Assessment for all telling us about the progress of these pupils within the</p>

core subjects?

Quantitative Measures: Is Croyland Primary School a supportive and enabling environment for children?
What can leaders learn from these conversations when reviewing our PP provision?

5a. Committed Expenditure (based on analysis of 2018/19 provision)

2018 - 2019	Pupils	Top up SEND provision 1-1	Specialist S & L support	GBP	EAL Support	Family Support EHA	Pastoral Wave 3 1-1	Nurture Class KS2	Behav Support	Enrichment	Medical 1-1
Total	148	19 12.84%	6 4.05%	52 35.14%	3 2.03%	77 52.03%	22 14.86%	15 10.14%	13 8.78	49 33.11%	4 2.70%
		£10,017	£746	£8,569	£444	£15,834	£8,052	£6,798	£1,934		£8,223

Committed Expenditure based upon 18/19 figures £60,617

Unallocated PP Budget £122,183

5b. Planned expenditure:

Our strategy for the year ahead reflects the research contained with the **EEF Guide to Pupil Premium June 2019/ key lessons learned in the first 6 years**. Previously we have invested a significant part of PP budget in targeted support and this has had a positive impact on increasing the number of PP pupils who are working within their year group expectations. Our focus is now to maintain and sustain these achievements through effective teaching by teachers and, the support provided by teaching assistants within every year group.

The attainment gap and school perspective:

A good education, with the qualifications to show for it, can transform lives for the better.

Conversely, young people who finish their studies without attaining the expected standards will struggle both in further study and the world of work.

The attainment gap and school perspective:

It is clear there is a consistent gap in children and young people's attainment linked to economic disadvantage.

There are a range of explanatory factors (family background and circumstances) beyond the control of teachers and senior leaders to affect. However, one factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap

Reference statements EEF Guide to Pupil Premium June 2019/ key lessons

Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods

- Early years education has huge promise in preventing the attainment gap becoming entrenched before children start school.
- What happens in the classrooms makes the biggest difference.
- Pupil premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantage pupils.
- Catch up is difficult; we should aim to get it right first time for children.
- Essential life skills (or character) are important in determining life chances.



Quality of teaching for all: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

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)
<p><i>Pupils in receipt of PP maintain the progress expected of them as they move within Key Stage</i></p> <p><i>The attainments gap between pupils in receipt of PP and their peers is closing or in line with National Averages in all year groups.</i></p>	<p><i>What happens in the classroom makes the biggest difference to pupils' progress.</i></p> <p><i>How a project is implemented is vital and arguably as important as its content.</i></p> <p><i>Catch up is difficult: we should aim to get it right first time round for all children.</i></p>	<p><i>Appointment of a Pupil Premium Teaching Lead to drive implementation of the actions identified in this plan</i></p> <p><i>PPL to provide T & L coached support to Year 6 teachers and, reduced teaching cohorts to ensure personalised teaching and quality feedback is given.</i></p> <p><i>Core Subject leadership focus - PP pupils within allocated leadership time and subject monitoring.</i></p> <p><i>Core Subject leaders to report directly on the achievements of pupils in receipt PP against that of their non-receiving peers and, to direct their monitoring and professional support in response to their analysis of this data.</i></p>	<p><i>PP lead teaching lead to work in a leadership team with the Head teacher to facilitate role, continuous "job plan" and strategically analyse school formative and summative data to make the best decisions for this cohort of pupils</i></p> <p><i>Three weekly meetings will provide designated time to review the tasks within the job plan and liaise with subject leaders about the impact of their monitoring and evaluation of the learning needs of this cohort.</i></p> <p><i>Three annual data reports from core subject leaders enable all SLT members to review the achievements of this cohort of pupils collaboratively, and consider the needs of this cohort as a professional collective.</i></p>	<p>PPL X 3 days £25,991</p> <ul style="list-style-type: none"> • Year 6 teacher • PP teaching lead facilitating school development and improvement teaching and learning <p><i>Reading, writing and maths core subject leaders Coached teaching and learning support for all pupils.</i></p> <p>Maths £4,475 <i>½ day a week</i></p> <p>Reading £4888 <i>½ day a week</i></p> <p>Writing £7,053 <i>½ day a week</i></p> <p>Phonics £4,617 <i>½ day a week -</i></p> <p>Leadership Time £18,469 2 days per week</p>	<p>The vast majority of teaching in maths, reading and phonics is highly effective.</p> <p>The vast majority of PP pupils make the progress expected of them as they grow through a key stage.</p> <ul style="list-style-type: none"> • End EYFS – Year 2 • Year 2 – Year 6 <p>The attainment gap between pupils in receipt of PP and their peers is diminishing.</p>

<p>The attainment gap between pupils in receipt of PP and their peers is no longer evident in EYFS.</p>	<p>Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school</p> <p>Catch up is difficult: we should aim to get it right first time round for all children.</p>	<p>The DHT is leading on EYFS outside provision audit, and, preparing an action plan to ensure our outside area provision is recognised as one of excellence in EYFS practice and improved outcomes for our pupils.</p> <p>The DHT is leading on EYFS continuous provision audit and, preparing an action plan to ensure continuous provision is facilitated in such a way that children's learning and development can grow, and that they are well equipped for the demands of "school".</p>	<p>DHT's senior leadership of both projects involves three weekly meetings will EYFS lead and nominated designated TA to review and evaluate the tasks detailed in leaders' job plan/eyes action plan within the timescale given.</p> <p>See EYFS Action plan for further information.</p>	<ul style="list-style-type: none"> • DHT Allocated Time £12,509 1 day a week • EYFS lead £3,995 • Designated TA £16,319 	<p>The attainment gap between disadvantaged pupils and their peers is no longer evident in EYFS.</p>
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Total budgeted cost

Targeted support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

<p>Teacher Assistants, who support individual, small groups of pupils in receipt of Pupil Premium, are highly effective in their role; ensuring good progress is made by the child, across their area of need and their within the core subjects, whether this be against National standards or Achievement for All.</p>	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p>	<p>AHT for Inclusions is a leading SENCO, driving the Achievement for All pilot forward in Northamptonshire schools</p> <p>Pupils identified as having significant SEND needs, impacting on Cognition and Learning will now be tracked against Achievement for All learning criteria in order to measure core subject achievements and the additional needs of Communication and Interaction, Sensory and or Physical and SEMH.</p> <p>The PPL (who is also a specialist maths teacher) will undertake a cycle of</p>	<p>Intervention Provision: Each intervention is overseen by a member of the SLT.</p> <p>RWI intervention KS1: led by Phonics SL</p> <p>SO intervention led by Assistant Head for T & L (Reading)</p> <p>Maths Intervention: led by PP lead.</p> <p>PP to initiate with AHT for inclusion/Teaching and Learning, a monitoring cycle for evaluation of the effectiveness of named TA on individual pupil outcomes, across the</p>	<p>Teacher:33% £7,781</p> <p>TA: 33% £6,732</p>	<p>Quantitative reporting clearly demonstrates that those pupils identified as having significant SEND needs make good progress within learning, and their identified SEND need.</p>
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		<p><i>TA observations, learning discussions with Inclusion AHT.</i></p> <ul style="list-style-type: none"> <i>What are the challenges within our teaching and learning provision for this group of pupils?</i> <p><i>Whole team/individual staff training and development support provided.</i></p>	<p><i>core subjects.</i></p> <p><i>Spring 1</i> <i>Monitoring of all SEND TAs (pupil allocated) in Maths and Reading.</i></p> <p><i>Spring 2:</i> <i>Training and Development plan for group/individuals created.</i></p> <p><i>Whole team/individual staff training and development/support provided.</i></p> <p><i>Summer Term</i> <i>Repeat monitoring of individual performance and individual impact on pupil learnings.</i></p> <p><i>Leadership reporting for Governance throughout.</i></p>	<p>Cost:</p> <p>8 days of additional PP led support (additional hours) £1,981</p>	<p><i>All Teacher Assistants are identified as providing highly effective in their support to their named pupil.</i></p> <p><i>This is evident through the triangulation of TA observation, pupil, learning, assessment over time.</i></p>
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Total budgeted cost

Wider strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

<p><i>Pupils in receipt of PP describe themselves as fit, well and worry free while in school.</i></p>	<p><i>There is a strong appetite for educators to engage with and use evidence:</i></p> <ul style="list-style-type: none"> <i>Maslow Hierarchy of Need,</i> <i>Solihull Approach</i> 	<p>Wellbeing Initiative: Lead facilitator for Wellbeing through Physical activity.</p> <p><i>LPWPA works alongside with Lead Practitioner for Pastoral Intervention to identify and allocate pupils to a wellbeing intervention.</i></p> <p><i>Desired outcomes are discussed between pupil, parents and team; Targets are set and reviewed.</i></p> <p><i>The targets are non-academic but are measured through fitness and wellbeing indicators.</i></p>	<p><i>Termly review of pupils and provision, against individual baseline targets.</i></p> <p><i>Timetable of intervention and support planned,</i></p> <p><i>Where pupils have EHA/CIN/CP plan; the LPWPA attends TAFS and contributes to the team and plan around the family.</i></p> <p><i>Interventions are evaluated through pupil, parent, and teacher voice.</i></p> <p><i>End of term reporting allows SLT to evaluate the impact of the interventions provided.</i></p>	<p>TA: £7,593</p>	<p>Pupils in receipt of intervention are able to articulate the impact of the support on their physical and emotional wellbeing.</p>
Total budgeted cost					
					Total budgeted cost
					Budget Commitment
					Difference