



Pupil Premium Strategy Statement: Crudgington Primary School 2018-2019

1. Summary information					
School	Crudgington Primary School				
Academic Year	2018/19	Total PP budget	£18,480	Date of most recent PP Review	Sept 2018
Total number of pupils	134	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Jan 2019

Attainment of Year 6 in 2017 2018			
Attainment for: 2017-2018 PP cohort	PP School –% at ARE	Pupils not eligible for School - % ARE	National Average – all pupils % ARE
% achieving expected standard or above in reading	100%	94%	75%
% achieving expected standard or above in writing	100%	94%	78%
% achieving expected standard or above in maths	50%	82%	76%

1. Barriers to future attainment (for pupils eligible for PP and LAC)	
In-school barriers	
A	A significant proportion Pupil Premium children demonstrate literacy levels which negatively impacts on other curriculum areas
B	PPG who start school often enter with low levels of oracy and a vocabulary deficit in comparison to peers
C	Pupils who move into school as a result of an in year transfer are observed to be working below age related expectations (ARE)
D	A significant proportion of Pupil Premium children exhibit levels of social, emotional and resilience levels below that of their peers
External barriers	
E	Take up in after-school sports & social occasions is low for certain groups of PPG children – Link with D above
F	A minority of Pupil Premium Children have attendance rates below that of their peers

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupil Premium Children will make good or better progress in both reading and writing. Children who are below the expected standard will make rapid progress through quality first teaching and targeted intervention opportunities.	PPG children who are at age related expectations make a minimum of + 4 months progress during each assessment period (3 times per year) Child who are behind ARE make 4 months plus progress at each assessment period – minimum of additional 3 months per year until at age related expectations or beyond
B.	Children develop into articulate speakers whose levels of oracy enable them to engage fully in the curriculum and out of school activities	All PPG children reach the expected standard in the Year 1 Phonics Screen. All EYFS children reach at least expected standard in Communication and language, Listening & Attention, understanding & Speaking
C.	Children are effectively baselined upon entry to the school using evidence from: the child's previous school; talks with parents; new teacher judgement and class work	Appropriate targets and interventions are identified within the first 2 weeks of arrival at school Intervention group progress is monitored within the ½ termly monitoring and report cycle Accelerated progress is observed across the year defined as 14+ months.
D.	PPG children develop into resilient learners who are not restricted by social or emotional barriers.	Mindfulness techniques are understood and well utilised by children both within and beyond the school day Children are able to identify triggers be it social, emotional or resilience centred and take appropriate steps to resolve any issues
E.	All Pupil Premium Children will have attend some form of after-school provision to encourage and enhance the development of friendships and enhance social interactions between children of all age groups.	After-school club records show that all PPG children are regularly attending after-school provision and have opportunity to represent the school.
F.	Attend for PPG children is in line with non-pupil premium children and above national average.	Attendance meetings at 4 weekly intervals consider PPG children as a subset of the data. Both parents and children are aware of the need for high levels of attendance

3. Planned expenditure					
Academic year	2018/2019				
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. 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?
All pupils develop into competent readers who can engage a range of strategies in order to aid comprehension of texts	Small group reading intervention with a comprehension focus	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</p> <p>    </p>	Teachers will retain responsibility for the planning of these sessions based on their knowledge of the children. Teachers will review progress and effectiveness every 3 weeks	Julia Horton	Intervention groups will be reviewed every six weeks in line with pupil progress review meetings
All PPG children reach the expected standard in the Year 1 Phonics Screen.	Small group phonics booster sessions	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>    </p>	Phonics training for all teachers & support assistants – two twilight sessions	Julia Horton Natalie Latham	Intervention groups will be reviewed every six weeks in line with pupil progress review meetings

<p>All Pupil Premium Children will have attend some form of after-school provision</p>	<p>Attendance at clubs to be audited and places arranged were uptake is low</p>	<p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress)</p> <p>    </p>	<p>½ termly school registers to be audited for after-school provision uptake</p>	<p>School Office & AA</p>	<p>This will be reviewed on a termly basis</p>
<p>Children will make rapid & sustained progress in writing from their starting point</p>	<p>Small group writing intervention focussing on sentence structure</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>    </p>	<p>Teachers will retain responsibility for the planning of these sessions based on their knowledge of the children. Teachers will review progress and effectiveness every 3 weeks</p>	<p>Class Teacher Julia Horton SENDCO</p>	<p>Intervention groups will be reviewed every six weeks in line with pupil progress review meetings</p>

<p>Children develop into articulate speakers whose levels of oracy enable them to engage fully in the curriculum and out of school activities</p>	<p>Small group oracy lessons supported by Elklan trained staff</p> <p>Beanstalk reading</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>    </p>	<p>Staff training to be provided in effective questioning and development of ideas</p> <p>Planning to be monitored alongside progress</p>	<p>J Horton</p> <p>SENDCO</p>	<p>Intervention groups will be reviewed every six weeks in line with pupil progress review meetings</p>
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Total budgeted cost £12,000

ii. Quality of teaching for all

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?
<p>Children develop into resilient learners who are not restricted by social or emotional barriers.</p>	<p>Mindfulness provision across school to be supported/linked to movement and breathing activities. This will run at points of transition such as break-time & lunchtime</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>    </p>	<p>Whole-school agreed times to undertake mindfulness and mindfulness related activities.</p> <p>Talks with children about their experiences</p> <p>Secure home-school link developed with initiative</p>	<p>Adam Ames</p>	<p>Whole school review date 12 weeks after launch</p>

<p>Children develop as fluent/problem solving mathematicians</p>	<p>Staff training and resource provision to develop pedagogical approach</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>    </p>	<p>Staff training coupled with lesson observations and book scrutiny. Pupil voice will also form a significant part of the evidence base</p>	<p>Kirsty Anderson</p>	<p>Reviewed every 6 weeks as part of the school development plan</p>
<p>Gaps in phonemic awareness and decoding are effectively addressed across school</p>	<p>All pupils to be screened to check for phoneme grapheme correspondence</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>    </p>	<p>Whole school phonics training for KS1 & KS2 teachers & teaching assistants. Two twilight sessions delivered by English consultant</p>	<p>Julia Horton</p>	<p>This provision will be reviewed every 6 weeks</p>
<p>Total budgeted cost £6,500</p>					