



Pupil Premium Strategy Statement: Crudgington Primary School 2019-2020

School	Crudgington Primary School				
Academic Year	2019/20	Total PP budget	£20,700	Date of most recent PP Review	Sept 2019
Total number of pupils	141	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Jan 2020

Attainment of Year 6 in 2018 – 2019 (3 children)			
Attainment for: 2018-2019 PP cohort	<i>PP School –% at ARE</i>	<i>Pupils not eligible for School - % ARE</i>	<i>National Average – all pupils % ARE</i>
% achieving expected standard or above in reading	67%	69%	73%
% achieving expected standard or above in writing	100%	88%	78%
% achieving expected standard or above in maths	100%	81%	79%

Attainment of Year 2 in 2018 – 2019 (5 children)			
Attainment for: 2018-2019 PP cohort	<i>PP School –% at ARE</i>	<i>Pupils not eligible for School - % ARE</i>	<i>National – all pupils % ARE 2018</i>
% achieving expected standard or above in reading	80%	86%	75%
% achieving expected standard or above in writing	80%	86%	70%
% achieving expected standard or above in maths	80%	86%	76%

1. Barriers to future attainment (for pupils eligible for PP and LAC)	
In-school barriers	
A	A significant proportion of Pupil Premium children demonstrate lower levels of reading fluency across cohorts and key stages.
B	A moderate proportion of Pupil Premium children do not develop arithmetic skills quickly enough in comparison to their cohort
C	A moderate proportion of Pupil Premium children's resilience levels are not as fully developed and realised in comparison to their cohort
External barriers	
E	A significant proportion of Pupil Premium children are observed to have fewer opportunities for socialising within their peer groups beyond the school day. Consequently, this impacts on developing broad friendships and developing a greater sense of belonging within the community

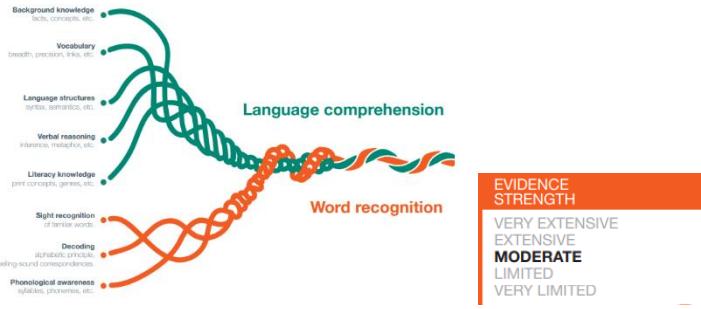
2. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	All Pupil Premium children will make good or better progress in reading (Termly assessment and tracking – quantitative outcome) They will develop into fluent and capable readers unlocking the breadth of the curriculum. (Termly assessment and tracking - quantitative outcome) A love of reading will be fostered leading to reading for pleasure alongside knowledge acquisition (Talks with children - qualitative outcome)	Children make accelerated progress denoted by > +4 months per term and > + 12 months per year Children will attain or better their chronological age equivalent in: accuracy, rate and comprehension aspects of reading Talks with children and examination of reading records indicate a growing love of reading across a range of genres.
B.	All pupil Premium children will have a secure understanding of arithmetic (4 operations) in line with their current year curriculum requirements. (Termly assessment and tracking – quantitative outcome) Children will have secure number bonds and tables knowledge in line with their current year curriculum requirements. (Termly assessment and tracking – quantitative outcome)	Children make accelerated progress denoted by > +4 months per term and > + 12 months per year The attainment of Pupil Premium children on the Y4 Tables check will be at least in line with that of their peers (currently no national data available)
C.	All Pupil Premium children will have clear strategies for coping in the face of challenge. They will approach new learning experiences with a sense of confidence and wonder. (Talks with children - qualitative outcome)	Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from.
D.	All Pupil Premium children are able to actively engage in school/ community clubs and events. They will forge friendships and have a strong sense of belonging within the school and local community	Each Pupil Premium child will attend a club each term after-school. Children have opportunities to participate in team sporting events

The 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?
<p>All Pupil Premium children will make good or better progress in reading</p> <p>A love of reading will be fostered leading to reading for pleasure alongside knowledge acquisition</p>	<p>Teach reading comprehension strategies through modelling and supported practice VIPERS</p> <p>Small group interventions will be centred around areas of need</p> <p>Children will have access to a wide range of finely levelled books online</p>	<p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.</p> <p>The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.</p> <p>The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility. Texts should be carefully selected to support the teaching of these strategies</p> <p>Both the evidence and rational aspects of this report have been drawn up in consultation with the EEF website and the KS1 & KS2 Improving Literacy Guidance publication. This report also draws on their relevant research and evidence base</p>	<p>Teachers will plan and deliver the daily reading session based on VIPERS comprehension strategies</p> <p>Reading sessions will be monitored as part of the observation cycle</p> <p>The online access to books for children will be promoted through a launch announcement to parents. Uptake and use will be monitored by class teachers</p>	<p>Julia Horton Assistant Head English Lead</p>	<p>Review will take place on <u>Monday 13th January 2020</u> within the weekly management meeting. Stakeholders and staff lead will be present</p>



<p>Children will develop into fluent and capable readers unlocking the breadth of the curriculum.</p> <p>A love of reading will be fostered leading to reading for pleasure alongside knowledge acquisition</p>	<p>The YARK reading screen will be undertaken with children to effectively target areas for support:</p> <p>Accuracy/rate/comprehension</p> <p>Support will be provided in small groups centred around area of need</p> <p>Support for less common phoneme-grapheme correspondence will be provided in small group settings</p>	<p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>This can be developed through: guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils reread a short and meaningful passage a set number of times or until they reach a suitable level of fluency .</p> <p>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.</p>  <table border="1" data-bbox="1185 890 1401 1025"> <tr> <td>EVIDENCE STRENGTH</td> </tr> <tr> <td>VERY EXTENSIVE</td> </tr> <tr> <td>EXTENSIVE</td> </tr> <tr> <td>MODERATE</td> </tr> <tr> <td>LIMITED</td> </tr> <tr> <td>VERY LIMITED</td> </tr> </table>	EVIDENCE STRENGTH	VERY EXTENSIVE	EXTENSIVE	MODERATE	LIMITED	VERY LIMITED	<p>The YARK reading screen will set an effective baseline to measure progress</p> <p>Intervention sessions will be included as part of the whole school monitoring cycle to quality assure the focus, quality and impact of intervention work</p> <p>Termly summative assessments will be monitored for progress and the YARK screen used at assessment points to identify improvements in a weak strand of fluency.</p>	Julia Horton Assistant Head English Lead	Review will take place on <u>Monday 13th January 2020</u> within the weekly management meeting. Stakeholders and staff lead will be present
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<p>All pupil Premium children will have a secure understanding of arithmetic (4 operations) in line with their current year curriculum requirements.</p>	<p>1:1 same day intervention support with the HLTA Small group intervention centred around areas of need Secure use of models and images to move from concrete to abstract thinking (in class)</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. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> +4 </div>	<p>Interventions are planned and recorded by class teachers and presented at pupil progress meetings Book scrutiny verifies that intervention work is seen independently applied in classwork Lessons observations confirm quality models and images use in teaching</p>	<p>Jill Turner Maths Lead</p>	<p>Review will take place on <u>Monday 3rd February 2020</u> within the weekly management meeting. Stakeholders and staff lead will be present</p>
<p>All Pupil Premium children are able to actively engage in school/ community clubs and events. They will forge friendships and have a strong sense of belonging within the school and local community</p>	<p>Ensure that each child is able to attend an after-school club Ensure that no child misses out on a trip or residential experience within school</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). In this circumstance the 'participation' acted as an incentive to undertake additional instruction. <u>Participating in sports and physical activity is likely to have wider health and social benefits.</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> +2 </div>	<p>Keep register of all children attending clubs and school events</p>	<p>SLT</p>	<p>Reviews will take place each half-term</p>

Children will have secure number bonds and tables knowledge in line with their current year curriculum requirements.	<p>Online access to multiplication tables for children matched to their age on stage available at home</p> <p>Regular practice and application of table facts to be incorporated into daily lessons</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact.</p> <p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, <u>or they can motivate students to practise more.</u></p>   +4	<p>Access and usage check to be undertaken for all PPG children</p> <p>Progress scores over time to be mapped to judge effectiveness</p>	Jill Turner Maths Lead	Review will take place on <u>Monday 3rd February 2020</u> within the weekly management meeting. Stakeholders and staff lead will be present
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Total budgeted cost £16,000

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?
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<p>All children will have clear strategies for coping in the face of challenge. They will approach new learning experiences with a sense of confidence and wonder. (Talks with children - qualitative outcome)</p>	<p>Whole staff training on resilience and learning to be undertaken. Professional trainer</p> <p>Workshops for resilience to be undertake across KS2 lead by trainers from Positively Mad</p> <p>Workshops for parents to support and encourage emotional resilience to be undertaken at school</p> <p>Strategies introduced from the workshops to be added to daily practice.</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>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL approaches have been found to be effective in primary and secondary schools.</p>   +4	<p>As work through each phase is completed we will seek feedback through:</p> <ul style="list-style-type: none"> The use of exit surveys for children and parents Feedback from staff on the quality of training and its potential for classroom applications Checking how our daily offer has changed in light of the training. 	<p>Adam Ames Head Teacher</p>	<p>The program of training will be delivered on a phase by phase basis and implementation will be reviewed as each phase is completed</p> <p><u>Staff training</u> Monday 2nd September 2019</p> <p><u>KS2 children Training</u> Tuesday 24th September 2019</p> <p><u>Parent Workshop</u> Tuesday 24th September 2019 at 5pm</p>
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<p>Total budgeted cost £4,700</p>					