

Crockerton CE VA Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Crockerton CE VA Primary School				
Academic Year	2017/18	Total PP budget	£7800	Date of most recent PP Review	July 2017
Total number of pupils	96	Number of pupils eligible for PP	6 4	Date for next internal review of this strategy	Sept 2018

2. Current attainment (Based on 2017 Results – 1 Pupil Premium)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Level 4b or above in reading, writing & maths (or equivalent)	100%	89%
% making expected progress in reading (or equivalent)	100%	89%
% making expected progress in writing (or equivalent)	100%	89%
% making expected progress in maths (or equivalent)	100%	85%

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	All of these children have significant behavioural and educational additional needs – these pupils significantly influence the attainment data presented above 3 on SEN register 1 possible. 2 further FSM receiving PP grant from T5. 1 also on SEN register. 1 is being monitored
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External barriers (issues which also require action outside school, such as low attendance rates)

B.	Low attendance rates for all 4 pupils – these few skew the attainment data presented above. 2 further FSM 1 has very Low attendance and has had a SAM.
C.	Poor parental engagement – not always engaged in homework tasks or to be independent. 2 further FSM children. 1 has very poor parental engagement – mum of poor health and difficult partner situation. Both single parents.

4. Desired outcomes (Desired outcomes and how they will be measured)

Desired outcomes (Desired outcomes and how they will be measured)	Success criteria
With the removal of the low attendance and those with additional Special Educational Needs, the Attainment data to be in line with national ARE at the end of the academic year.	At the end of the academic year ARE in R, W and M
For all pupils who are eligible for the pupil premium grant to make at least the same amount of progress as those who are not eligible for the pupil premium grant.	All pupils will, from their different starting points, match the progress of pupils nationally.
Attendance rates for those that receive PP are improved from the previous year.	Improved data for attendance from previous year.

5. Planned expenditure					
Academic year		2017/18			
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	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?
Pupils receive immediate intervention to fill any gaps in learning.	Employment of a teaching assistant to provide additional intervention.	Pupil progress meetings identified that some children have specific gaps in their learning. In order to return to gaps in previous learning, TAs were employed in the afternoons to support these pupils on a 1:1 basis, in small groups or in the classroom.	<ul style="list-style-type: none"> ❖ Lesson observations ❖ Governor monitoring ❖ Work scrutiny ❖ Pupil progress meetings ❖ Ongoing assessment and data tracking 	Headteacher SENCO	Three times a year in governors' meetings.
Pupils receive support to fill any gaps in learning.	Clicker 6 app to be used on selected IPADs to help with sentence structure 2 teacher ipads	Children are very engaged in using apps and Ipads and 2 especially find written recording very challenging.	TDay in June for staff training Staff to have Clicker 6 on ipads	DM/ND/CP	Three times a year in pupil progress meetings. Overall review in July 2019. End of academic year.
Total budgeted cost					£3360
ii. 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?
For pupils to have their emotional needs met.	ELSA will provide effective support for pupils in dealing with emotional issues. KS2 children have access to and training in Heart Math.	There is an increasing number of parents who have difficulty in managing their children's behaviour and emotional needs at home which can have a negative effect on their overall progress in school.	The Headteacher, Class teacher and ELSA discuss pupils who require support on a weekly basis and decide on most appropriate provision. ELSA will complete a 6 weekly impact report for the Headteacher that will be presented to governors. (This will be anonymised.) Use of a trained parent to support staff and then children to access this intervention.	Headteacher Governors TAS KS2	Weekly and every 6 weeks 3 times a year

Total budgeted cost					£2000
iii. Other approaches					
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?
For pupils to have access to after school, Late Club.	School will offer Late Club to all these children	Parents often have little time and patience to hear read and provide craft activities for their children.	School will provide Late Club to PP children at no cost.	All staff	Every term (3 times a year)
Total budgeted cost					£500 - materials

6. Review of expenditure					
Previous Academic Year		2016/17			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost
Pupil receives immediate intervention to fill gaps.	TA supporting CT – operations groups	Pupil progress meetings identified that pupil made good progress from starting point.	Operations group works well to support children in maths.		£3360
Improve subject knowledge and awareness of progression and interventions.	Subject leadership time for literacy and maths – development and interventions.	Y5/6 teacher beginning to lead English and attend cluster meetings. Increased involvement in cluster support – moderation and intervention.	Y5/6 subject lead in English supports subject knowledge. Regular access to Wilts. Lead Karen Mills and cluster members within Warminster to support English teaching for Y6.		£990
ii. Targeted support					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost

Intervention for maths	Back on Track intervention	Clear assessments that find the gaps in maths and what activities can be done to close the gaps.	Back on Track successful, entry and exit data shows accelerated improvements, if the child is not a huge gap away from expected.	£2250
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