

Crockerton CE VA Primary School Service Pupil Premium Strategy Statement

1. Summary information					
School	Crockerton CE VA Primary School				
Academic Year	2017/18	Total SPP budget	£1800	Date of most recent SPP Review	July 2017
Total number of pupils	94	Number of pupils eligible for SPP	6	Date for next internal review of this	Sept2018

2. Current attainment (Based on 2017 Results - 2 Service Pupil Premium in year 6)		
	Pupils eligible for SPP (your school)	Pupils not eligible for SPP (national average)
% achieving Level 4b or above in reading, writing & maths (or equivalent)	0%	89%
% making expected progress in reading (or equivalent)	100%	89%
% making expected progress in writing (or equivalent)	50%	89%
% making expected progress in maths (or equivalent)	50%	85%

3. Barriers to future attainment (for pupils eligible for SPP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Small numbers of service children in each cohort
B.	KS2 service children are low attainers
C.	
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Service children progress at the same rate as non-service children	
B.	Improved attainment	
C.	More engaged learning and confidence.	

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Service 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?
Quality teaching where gaps are quickly highlighted and acted upon	Back on Track and small group teaching support	Intervention for the children who are just behind to get better attainment.	Staff meetings, subject leader meetings to ensure best interventions are used.	CT	Pupil progress/termly tracker updates.

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?
Small intervention groups including ELSA	TA support alongside CT	To ensure small group work keeps Pupils engaged, on task and making progress.	Regular target tracker updates and pupil progress meetings	CT	PP meetings/termly.

Total budgeted cost

£0

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?
Improving confidence and self-belief	HeartMath for anxiety	Improved scores for pupil who has previously used this programme.	Full training for all staff and support from trainer.	NI	Jan2018
Improved progress of service children	Outdoor play area - improved physical activity. Visit to Army Weaponary	Previous engagement when using outdoor areas in KS1	Use of Sports premium to ensure best use of funds received by school.	DM/NI	Jan2018

Total budgeted cost

£1000

6. Review of expenditure				
Previous Academic Year		2017/8		
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
Quality teaching where gaps are quickly highlighted and acted upon	Classes all used TT to ensure children who were in danger of falling behind had targeted intervention to secure gaps.	In Reading and maths, all service children made at least 5 points progress. In writing, 4 of the 6 children made at least 5 points progress. In Year 1 both children secured their target for Y1 in all 3 areas. In Year 4, one of the 2 pupils secured their target for Y4, the other did in maths but will need further monitoring in reading and writing. The 2 children in Y5, who qualify for Service premium grant both are not yet at expected standard in all areas.	All children must continue to know their gaps in learning. Older children are more familiar with target tracker and turning objectives blue secures them. Maths passports reflects this in Mental maths objectives.	£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
Small intervention groups including ELSA	Keep the children in touch when they are at risk from falling behind.	By the end of the academic year, ELSA had a blocked morning and parents and children had a better understanding of what ELSA was. Children are very open with the ELSA trained TA. Children who do not qualify for SPP also benefitted hugely from ELSA: Y6 exceeded the predictions for SATs. 2 Children in SPP have a father living a way. 4 children (non SPP) also have parents who have separated this academic year. These children have found ELSA invaluable.	ELSA will continue. Children are really benefitting from knowing an adult is always on hand for emotional support. ELSA blocked off during timetable. Children are being added to ELSA regularly.	£2250
Other approaches				
Improving confidence and self belief	Buying into Heart Math Plus a tutor to lead	It is always difficult to measure impact. However, children have reported to teachers that they have used the techniques used in school, at home. The children have also said that they quietly use it in lessons on their own. Y6 children were also given time before their SATS every morning to do HearthMath - they exceeded expectations in SATs.	Heart math has continued into first 2 weeks of September - due to children asking if it will happen.	

Improved progress of service children	Improved outdoor play space Visit to the weaponry at Warminster barracks	All children in school have benefitted from improved play space. Different areas offering different zones - Friendship Forest, playground, timber trail. We used a Col. Nathan to meet the children at the armoury at the army barracks - children spent 90 minutes there looking at weapons and talking to 2 volunteers. 2 dad also met us at the weaponry.	Using PE grant to further develop both the friendship forest and the playground with markings.	
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