

Crockerton CE VA Primary School Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
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| School | Crockerton CE VA Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £6,600 | Date of most recent PP Review | October 2018 |
| Total number of pupils | 95 | Number of pupils eligible for PP | 5x£1320 | Date for next internal review of this strategy | May 2018 |

| 2. Current attainment (Based on 2018 Results – 0 Pupil Premium) WHOLE SCHOOL DATA AS NO PP IN YEAR 6 Last year 4 Pupil premium children in July | | |
|---|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving expected or above in reading, writing & maths (or equivalent) (on track or above TT) | 0% 0% 25% | 62% 52% 60% |
| % making expected progress in reading (or equivalent) (5 points progress on Target Tracker) | 50% | 62% |
| % making expected progress in writing (or equivalent) (5 points progress on Target Tracker) | 50% | 58% |
| % making expected progress in maths (or equivalent) (5 points progress on Target Tracker) | 50% | 61% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | All of these children have significant behavioural and educational additional needs – these pupils significantly influence the attainment data presented above |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| B. | Low attendance rates– these few skew the attainment data presented above. |
| C. | Poor parental engagement – not always engaged in homework tasks or to be independent. |

| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | Success criteria |
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| 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 | | | | | |
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| Academic year | | 2018/19 | | | |
| 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. Children also on SEN register have support for their learning too. | TAs placed in classes to support CT and also provide intervention for these children. | 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. CT to have target tracker data ready on 3 dates throughout the year so that assessment leader with Gov. can evaluate progress and attainment. | <ul style="list-style-type: none"> ❖ Lesson observations ❖ Governor monitoring ❖ Work scrutiny ❖ Pupil progress meetings ❖ Ongoing assessment and data tracking ❖ SENCo support | Headteacher SENCO DM NR CP | Three times a year in governors' meetings. Three times a year in pupil progress meetings. Three times a year to report on tracker 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. 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? |

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| Additional reading opportunities Improved focus in extra curricular | School will offer Late Club to all these children to read to adult in charge. Ukulele lessons to be added to curriculum timetable. | Parents often have little time and patience to hear read and provide craft activities for their children. Fine motor skills and coordination that will benefit all these children. | School will provide Late Club to PP children at no cost. Staff had CPD for Ukulele plus resources for teaching it as part of Wiltshire connect. | All staff | Every term (3 times a year) 20 Ukes for school £200 |
| Total budgeted cost | | | | | £500 - materials |

| 6. Review of expenditure | | | | | |
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| 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 | |
| Pupils receive immediate intervention to fill any gaps in learning. | TA supporting CT - operations groups plus ELSA, catch up, | Of 4 FSM children 3 are SEN and 1 LA. Where 50% made expected progress in R, W and Maths the other 2 children also made good progress. Children are not at expected level in all areas but have received considerable intervention to support. | Intervention has to be clearly planned - some children will miss vital afternoon curriculum where they may shine. With new SENCo interventions will be tight and continue to notify parents | £3360 ELSA TA | |
| Pupils receive support to fill any gaps in learning. | Target timetabling | | Target time on the timetable. Turn it blue objectives. Children questioned regularly about their next steps in learning based on tight marking and feedback procedures. | £990 Extra TA | |
| 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 | |
| For pupils to have their emotional needs met. | Training TA in ELSA | Children can talk about their emotions and share their concerns with ELSA TA. ELSA, alongside Heartmath, has provided very clear support for children who are struggling with emotions. 4 children have recently suffered parent's marriage breakdowns. | Back on Track successful, entry and exit data shows accelerated improvements, if the child is not a huge gap away from expected. | £2250 | |
| iii. Other approaches | | | | | |

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| <p>Children to have access to additional reading.</p> | <p>For pupils to have access to after school, Late Club.</p> | <p>This enabled one Y2 to practice further her phonics and do additional reading. A reception child plus a Y3 'mute' children were also using this club, reading regularly for the first 10 minutes of the club.</p> | <p>Late club has proved invaluable for extra reading. Children can also use apps on the ipads as well as craft activities for fine motor skills. For one child it is also a social advantage to help with her communication.</p> | |
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