

Pupil premium strategy statement (primary)

1. Summary information					
School	New Cangle CP School				
Academic Year	2018-19	Total PP budget	£54,080	Date of most recent PP Review	Oct 2016
Total number of pupils	210	Number of pupils eligible for PP	35 (17%)	Date for next internal review of this strategy	Summer '19

2. Current attainment: Spring 1 2018/19		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	52%	69%
% making progress in reading	74%	73%
% making progress in writing	58%	70%
% making progress in maths	58%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading attainment and progress
B.	
C.	Access to wider opportunities and enrichment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for Pupil Premium funding will make accelerated progress in Reading	PP children will make 6-7 points progress on Target Tracker over the course of the year. Any who have not made 3 points by Spring 1 will be specifically targeted for additional intervention and support. PIRA tests used to support/ inform teacher judgements in Y1, 3 and 5. EYFS GLD data; Y1 Phonics data; KS1 and KS2 SATs data used to measure.

B.		PP children will make 6 points or more progress on Target Tracker over the course of the year. Any who have not made 3 points by Spring 1 will be specifically targeted for additional intervention and support. Greater use of moderation, both within and outside of school.
C.	Access to wider opportunities and enrichment	
D.	Children eligible for Pupil Premium funding will have improved attendance figures, in line with Non-PP peers and at least at National	PP children will obtain at least National (95%) attendance figures over the course of the year. The difference between PP and Non-PP attendance will diminish.

5. Planned expenditure

Academic year	2018/19
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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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children eligible for Pupil Premium funding will make at least expected progress in Reading	<ul style="list-style-type: none"> Guided Reading approach focused on answering written comprehension questions in KS2 Whole-school monitoring of reading with an adult and reporting to English lead half-termly Reading certificates presented at whole-school assemblies LSA support targeted at vulnerable pupils 	Regular discussion with English lead and updates on her monitoring at SLT meetings. ½ termly pupil progress meetings. Termly tracking of PP children. LSA Performance Management.	LR/ AS AS AS/ SR SR	Spring 2 Spring 1 Spring 1 Spring
Children eligible for Pupil Premium funding will make at least expected progress in Writing	<ul style="list-style-type: none"> Whole-school focus on Cross-curricular Writing. Staff INSET. Whole-school moderation at staff meetings and out of school Cross-phase lesson study in working triads, focus on writing LSA support targeted at vulnerable pupils 	Regular discussion with English lead and updates on her monitoring at SLT meetings. ½ termly pupil progress meetings. Termly tracking of PP children.	AS/ LR/ SR LR	Autumn 2 Spring 2
Children eligible for Pupil Premium funding will make at least expected progress in Maths	<ul style="list-style-type: none"> Whole-staff Maths training on using bar modelling, manipulatives and other visual methods Implementation of White Rose Maths scheme across school LSA support targeted at vulnerable pupils 	Regular discussion with Maths lead and updates on her monitoring at SLT meetings. ½ termly pupil progress meetings. Termly tracking of PP children.	LB LB	Spring 1

Total budgeted cost				£36,607
ii. Targeted support				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children eligible for Pupil Premium funding will make at least expected progress in Reading	<ul style="list-style-type: none"> Intervention groups with pupils – details in school 	Monitoring: ½ termly drop-ins, regular discussion with staff leading intervention, evidence of work during sessions	CC SP CH SP LR JP LR	Spring 1 Autumn 2 Summer 2 Summer 2
Children eligible for Pupil Premium funding will make at least expected progress in Writing	<ul style="list-style-type: none"> Intervention groups with pupils – details in school 	Monitoring: ½ termly drop-ins, regular discussion with staff leading intervention, evidence of work during sessions	SP CH SP SP LR JP LR	Spring 1 Autumn 2
Children eligible for Pupil Premium funding will make at least expected progress in Maths	<ul style="list-style-type: none"> Intervention groups with pupils – details in school 	Monitoring: ½ termly drop-ins, regular discussion with staff leading intervention, evidence of work during sessions	SP CH SP SP LR LR	Spring 1 Autumn 2 Summer 2
Total budgeted cost				£13,748

iii. Other approaches

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children eligible for Pupil Premium funding will have improved attendance figures, in line with Non-PP peers and at least at National	<ul style="list-style-type: none">• Offering extra-curricular activities and targeting PP children to attend• Offering 1/3 of the total cost of activities/ day-trips/ residential trips	Monitor attendance at clubs; pupil perception of clubs offered	LS/ LR	Spring 2 Summer 2
Total budgeted cost				£8,000

6. Review of expenditure				
Academic Year		2018/19		
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
Children eligible for Pupil Premium funding will make at least expected progress in Reading	<ul style="list-style-type: none"> Guided Reading approach focused on answering written comprehension questions in KS2 Whole-school monitoring of reading with an adult and reporting to English lead half-termly Reading certificates presented at whole-school assemblies LSA support targeted at vulnerable pupils 	<p><u>Whole school data:</u> EYFS GLD above National Phonics Y1 above National Phonics re-test Y2 in line with National KS1 SATs Reading, Writing and Maths all above National KS1 SATs greater depth above National in Writing; below National in Reading and Maths KS2 SATs Reading, Grammar, Maths and RWM combined score above National; Writing below National. KS2 SATs greater depth above National in Reading and Grammar; below National in Maths</p> <p><u>PP data:</u> KS1 SATs 100% PP pupils attained at or above expected level in Reading, Writing and Maths KS1 SATs 100% PP pupils made expected or greater progress in Reading, Writing and Maths KS2 SATs attainment: 60% Reading; 50% Writing; 70% Maths KS2 SATs progress: 100% expected or greater progress in Reading; 70% Writing; 90% Maths</p>	<ul style="list-style-type: none"> Guided Reading sessions focused on written comprehension had a positive impact. Reading with an adult to be promoted and monitored more stringently by class teachers and English lead. Phonics booster sessions to continue for KS1 Easter booster sessions not well attended. For those who did attend, progress was better. Re-think logistics/ strategy. All class English work to be linked to a book. 	<p>£1,858</p> <p>£473</p> <p>£3,648</p>
Children eligible for Pupil Premium funding will make at least expected progress in Writing	<ul style="list-style-type: none"> Whole-school focus on Cross-curricular Writing. Staff INSET. Whole-school moderation at staff meetings and out of school Cross-phase lesson study in working triads, focus on writing LSA support targeted at vulnerable pupils 		<ul style="list-style-type: none"> Out of school writing moderation not viewed as helpful. Greater opportunities in school for cross-phase moderation. Further development of English lead and Writing process needed this year. 1:1 Writing intervention had some impact. To continue for Y6 PP children, if needed, before SATs and consider rolling out with use of SP 	<p>£1,872</p> <p>£517</p>
Children eligible for Pupil Premium funding will make at least expected progress in Maths	<ul style="list-style-type: none"> Whole-staff Maths training on using bar modelling, manipulatives and other visual methods Implementation of White Rose Maths scheme across school LSA support targeted at vulnerable pupils Arithmetic groups with LSA 		<ul style="list-style-type: none"> Development of Maths lead and implementation of White Rose scheme has greatly improved staff delivery of Maths across the school, reflected in data. To continue. Y6 Easter booster sessions not well attended. For those who did attend, progress was better. Re-think logistics/ strategy. Post-teaching approach with LSAs showing impact on pupil progress in books. To continue. 	<p>£509</p>

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
<p>Children eligible for Pupil Premium funding will make at least expected progress in Reading, Writing, Maths</p>	<ul style="list-style-type: none"> Intervention groups with pupils – details in school 	<ul style="list-style-type: none"> Pupil A above age-expected attainment & greater than expected progress in Reading Pupil B expected attainment in Reading; not in Maths Pupil C not age expected across all; less than expected progress All Y4 PP pupils achieved age-related expectations and made at least expected progress; all but one expected attainment and progress in Writing; all but one expected attainment and all expected or greater progress in Maths 	<ul style="list-style-type: none"> Positive data outcomes for targeted Y6 and Y4 PP children Less positive outcomes for targeted Y1. Investigate how PP interventions in KS1 can be improved 40-minute assemblies to continue for work on specific areas of weakness for PP children Phonics intervention positive. To continue. Re-think Easter booster sessions. 	<p>£933</p> <p>£452</p> <p>£452</p> <p>£452</p> <p>£452</p> <p>£298</p> <p>£904</p> <p>£725</p> <p>£2,076</p> <p>£5,786</p> <p>£1,410</p> <p>£6,080</p> <p>£8,448</p> <p>£4,450</p> <p>£3,292</p> <p>£3,286</p> <p>£3,232</p>

iv. Other approaches				
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
Children eligible for Pupil Premium funding will have improved attendance figures, in line with Non-PP peers and at least at National	<ul style="list-style-type: none"> Offering extra-curricular activities and targeting PP children to attend Offering 1/3 of the total cost of activities/ day-trips/ residential trips Calls home to every child absent Strengthen relationship with EWO to ensure regular EWO involvement 	<p>2017-18 attendance data: PP:93% Non-PP: 96%</p> <p>2016-17 attendance data: PP: 92% Non-PP: 96%</p> <p>There has been a minor improvement in PP attendance data; the gap has closed by 1%</p>	<ul style="list-style-type: none"> Offering 1/3 off cost of trips for PP enabled attendance across the school and will continue Current practice and procedures regarding absence to continue Investigate before/ after-school provision as a means of improving attendance Ensure PP children are <u>always</u> specifically invited to extra-curricular activities in writing 	<p>£945</p> <p>£572</p> <p>£1,062</p> <p>Total £54,184</p>

7. Additional detail