

# Pupil premium strategy statement

## 1. Summary information

School	 <b>Cranford C E Primary School</b>				
Academic Year	2019-2020	Total PP budget	£11540	Date of most recent PP Review	
Total number of pupils	98	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Spring 2020

## 2. 2019 KS2 Attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils <b>not</b> eligible for PP (national average 2019)</i>
% achieving in reading, writing and maths	No eligible pupils	65%
% making progress in reading	No eligible pupils	73%
% making progress in writing	No eligible pupils	78%
% making progress in maths	No eligible pupils	79%
Progress Measure in Reading 2019	No eligible pupils	
Progress Measure in Writing 2019	No eligible pupils	
Progress Measure in Maths 2019	No eligible pupils	

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

<b>A.</b>	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions.
<b>B.</b>	Attitudes and dispositions to learning of some Pupil Premium children needs developing.
<b>C.</b>	4/8 Pupil Premium children are also on the SEN Register.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	In some cases, a lack of regular routines including home reading, doing homework, learning spellings.
<b>E.</b>	Some PP pupils do not have access to resources to experience a broad and balanced curriculum and wider life experiences and opportunities.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>To ensure quality first teaching and that teaching is precise and of high quality to meet the needs of all pupils so that they make progress by meeting or exceeding age-related national expectations.</li> <li>To ensure pupils consolidate basic skills;</li> <li>To respond rapidly to targeted teaching for pupils at risk of under-achievement;</li> <li>To provide Teaching Assistants for 2/4 classes every morning per week to support in Numeracy and Literacy sessions;</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will meet or exceed age-related national expectations in Maths and English;</li> <li>All staff to receive further appropriate CPD to facilitate the development of quality first teaching alongside the Rosenshine practice;</li> <li>Teachers give pupils weekly opportunity to consolidate key skills in English and Maths;</li> <li>Support Staff will support learning effectively;</li> <li>Additional intervention sessions take place based on gaps/needs;</li> </ul>
<b>B.</b>	Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> <li>Pupil voice interviews indicate pupils enjoy their learning.</li> <li>Termly pupil progress meetings will show that pupils, with a specific focus on disadvantaged children, are 'on track' and demonstrating appropriate effort.</li> <li>High quality and an appropriate quantity of work produced will be evident in any book scrutiny.</li> <li>High quality work and great standards of effort will be celebrated in assembly.</li> </ul>
<b>C.</b>	Pupils with SEN will be given the additional support that they require to achieve.	<ul style="list-style-type: none"> <li>Pupils who receive PP funding and are on SEN register make expected progress.</li> <li>Interventions are mapped on EduKey along with evidence of their impact.</li> </ul>
<b>D.</b>	Pupils will have opportunities in school to read, consolidate x tables and complete homework.	<ul style="list-style-type: none"> <li>Pupils will read at least 4 times per week</li> <li>Pupils will complete times table practice outside of school.</li> </ul>
<b>E.</b>	Pupil Premium funding will be used to give disadvantaged pupils access to wider opportunities and curriculum access at home.	<ul style="list-style-type: none"> <li>Broad enrichment opportunities evidenced on a spreadsheet tracking costs (educational, sport and music enrichment, etc)</li> </ul>

## 5. Planned expenditure

Academic year

2019-20

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?
To ensure consistently good (and increase outstanding) teaching through the development of QFT across the whole academy:	<ul style="list-style-type: none"> <li>○ Incorporate Tom Sherrington's 'Rosenshine Principles in Action' into October Training day.</li> <li>○ Senior Leaders attend 1 x PDET 'Observing QFT within a lesson' CPD session (+ Rosenshine focus)</li> <li>○ Identified teachers attend PDET QFT (+ Rosenshine focus) Principles CPD session following SLT session.</li> </ul> <p>Follow up staff meetings x 1 per term</p>	Tom Sherrington's Rosenshine 'Principles into Action'	As part of the Academy Improvement Plan Cycle	Head Assistant Head Subject Leaders	Termly
To respond rapidly with targeted teaching for pupils at risk of underachievement.	To provide a teaching assistant 2/4 of our mixed aged classes.	This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively.	The school monitoring cycle will continuously evaluate provision	Head Teacher	Termly
To use CPD to ensure teaching is of an excellent standard	Trust Courses in Maths across the year to ensure that a mastery approach is embedded in all classes by all staff	Maths learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches (EEF toolkit).	All foci are part of the School Development Plan and the School Monitoring Cycle	Assistant Head	Termly

To have rigorous basic skills approaches in place for maths and for phonics and grammar,	Pupils to participate in daily activities to develop fluency in maths and retrieval, meaning and inference in reading.  Pupils will use resources each week to consolidate tables	Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.  Regular practice ensures consolidation	Monitored weekly by teachers and celebrated in class and in assembly	Teachers	Weekly
<b>Total budgeted cost</b>					£8000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For identified gaps in learning to be addressed	Varied interventions (according to need) to be	Evidence indicates that one to one tuition can be effective, delivering 5 additional	Progress checked half termly and monitored by PP Governor	Headteacher With Maths	Half-termly
For selected pupils to be supported in accessing	1:1 support for disadvantaged pupils who	Meta-Analysis of research by John Hattie breaks down quality teaching into:	Progress of pupils will be checked termly	Head (with PP Gov)	Termly
For pupils to have basic needs met to ensure	To contract key workers to engage with vulnerable	Until children's self -esteem and confidence is developed, they are unlikely to make	Progress checks from workers and interviews with pupils/families	Head	Ongoing with each individual case.
<b>Total budgeted cost</b>					£3000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For pupils to access a range of social/cultural/sporting experiences, visits and activities	All disadvantaged children will access the school's full offer and extra curricular offer free of charge both during the school day, before and after.	Pupils' horizons will be broadened and they will learn more about culture, history and geography and the importance of, and additional benefits that can be gained, by participating in sport and the arts.  Meaningful experiences and contexts will enhance the broad and balanced curriculum.	Reviewing programme of trips and attendance and specific targeting of pupils.	All staff are responsible for ensuring the inclusion of all pupils, The Head and School Administrator to monitor.	Yearly
<b>Total budgeted cost</b>					£2000

## 6. Review of expenditure

Previous Academic Year

2018-2029

### 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																																																																											
<p>A. Good progress is made by all children, including those eligible for PP.</p>	<ul style="list-style-type: none"> <li>Teaching staff trained in effective, efficient Quality First Teaching (QFT) methods by Acting Head of School.</li> <li>Trust advisors work with Class Teachers to develop their practice.</li> <li>Interventions planned for and taught to small groups of children.</li> <li>Support staff support the learning of specific children</li> </ul>	<ul style="list-style-type: none"> <li>Teachers were given CPD on elements of QFT delivered in-house by school leaders and also PDET Consultant (KT).</li> <li>PDET Consultant (KT) worked alongside all Class Teachers across the year; offering feedback on observed sessions and delivering guided planning support.</li> <li>Interventions were organised and mapped on EduKey. SENCO also received support in this area during the summer term.</li> </ul> <div style="text-align: center;"> <table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th colspan="2">7 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Reading</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 17-18 No. (%)</th> <th>Sum2 18-19 No. (%)</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>4 (57.1%)</td> <td>1 (25.0%)</td> <td>33.3%</td> <td>0%</td> </tr> <tr> <td>Females</td> <td>3 (42.9%)</td> <td>1 (33.3%)</td> <td>50.0%</td> <td>0%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>16.7</td> <td>0.0 (-16.7)</td> </tr> </tbody> </table> <table border="1" style="margin-bottom: 10px;"> <thead> <tr> <th colspan="2">7 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Writing</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 17-18 No. (%)</th> <th>Sum2 18-19 No. (%)</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>4 (57.1%)</td> <td>1 (25.0%)</td> <td>33.3%</td> <td>0%</td> </tr> <tr> <td>Females</td> <td>3 (42.9%)</td> <td>1 (33.3%)</td> <td>50.0%</td> <td>0%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>16.7</td> <td>0.0 (-16.7)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">7 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Mathematics</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 17-18 No. (%)</th> <th>Sum2 18-19 No. (%)</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>4 (57.1%)</td> <td>1 (25.0%)</td> <td>33.3%</td> <td>66.7%</td> </tr> <tr> <td>Females</td> <td>3 (42.9%)</td> <td>1 (33.3%)</td> <td>50.0%</td> <td>50.0%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>16.7</td> <td>16.7 (0.0)</td> </tr> </tbody> </table> <p style="font-size: small;">Difference Key: <span style="color: #FFB6C1;">Widening</span> <span style="color: #90EE90;">Narrowing</span> <span style="color: #D3D3D3;">Unchanged</span></p> </div> <ul style="list-style-type: none"> <li>A small cohort of PP children means data can be skewed. It is clear, however, that the PP pupils, even though the gap is narrowing, are still not attaining well enough.</li> </ul>	7 pupils		Missing Assessment	On Track or Higher		Reading	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Males	4 (57.1%)	1 (25.0%)	33.3%	0%	Females	3 (42.9%)	1 (33.3%)	50.0%	0%	Difference (change in difference):			16.7	0.0 (-16.7)	7 pupils		Missing Assessment	On Track or Higher		Writing	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Males	4 (57.1%)	1 (25.0%)	33.3%	0%	Females	3 (42.9%)	1 (33.3%)	50.0%	0%	Difference (change in difference):			16.7	0.0 (-16.7)	7 pupils		Missing Assessment	On Track or Higher		Mathematics	No. (%)	No. (%)	Sum2 17-18 No. (%)	Sum2 18-19 No. (%)	Males	4 (57.1%)	1 (25.0%)	33.3%	66.7%	Females	3 (42.9%)	1 (33.3%)	50.0%	50.0%	Difference (change in difference):			16.7	16.7 (0.0)	<ul style="list-style-type: none"> <li>A significant change of teaching staff (67% have left the school) and further detailed support from PDET in relation to the Rosenshine 'Principles in Action' to give a more consistent approach to teaching means that this will be a continued area of focus during this academic year.</li> <li>The support given by the consultant was valuable - but as above, a significant turn-around in staff, means that some learning was 'lost'. New staff, however, are keen and motivated to develop and support from Consultants took place beginning in Sept. 2019.</li> <li>All Teaching staff received further EduKey training on the start of the year training day – interventions need to be mapped and measured, with regular reviews undertaken. Pupil Premium specific targets/ interventions (especially as there so few children) should also be mapped on here.</li> </ul>	<ul style="list-style-type: none"> <li>Staff CPD</li> <li>Staff Cover</li> </ul>
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<p>B. To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p>	<ul style="list-style-type: none"> <li>• Replenish book catalogue, adding books that the pupils want to read.</li> <li>• Redesign/relocate the library so that it becomes a focal point of the school and a 'treat' to visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Books have been purchased from school budget, with pupil voice taken into account in the selection.</li> <li>• School library was relocated and redeveloped in the Spring term.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is continuing its work on fostering a love of reading in all pupils. Further work will be undertaken to develop the school library along with a renewed focus on the importance of reading in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of books</li> <li>• Resources for library</li> </ul>
<p>C. Pupils will be proactive, organised and enthusiastic learners.</p>	<ul style="list-style-type: none"> <li>• New reward scheme is implemented to award certificates for quality work and great effort.</li> </ul>	<ul style="list-style-type: none"> <li>• New reward scheme, added on to the existing behaviour system, was introduced in September 2019, later than hoped.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to reinforce the positive expectations for behaviour and standards.</li> <li>• Monitor these specifically for PP children.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources for materials: certificates, stickers, etc.</li> </ul>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>A. Identified gaps in learning addressed.</p>	<ul style="list-style-type: none"> <li>• Variety of interventions to be provided in the afternoons by support staff.</li> <li>• 1:1 support for disadvantaged pupils who require it.</li> </ul>	<ul style="list-style-type: none"> <li>• As shown above, attainment gaps are narrowing however work needs to continue in this area to ensure disadvantaged pupils make accelerated progress.</li> <li>• Subject specific gaps identified in PIRA and PUMA tests were addressed through interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• With a greater focus on Quality First Teaching, booster sessions were these were not delivered in summer term but moving forward these will be arranged for any disadvantaged children who need them in order to better 'close the gap'.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time</li> </ul>

B. All disadvantaged pupils will meet national expectations for attendance and punctuality.	<ul style="list-style-type: none"> <li>Disadvantaged pupils to be offered attendance at breakfast and after school club.</li> <li>Whole school reward system for attendance maintained.</li> <li>School to follow attendance policy and work to address difficult cases.</li> </ul>	<ul style="list-style-type: none"> <li>School saw a decrease in attendance for PP children compared to previous year: 96.4% in 2017/18 and 94.3% in 2018/19 but this attendance was addressed during the year by the HT.</li> <li>Beginning in September 2019, a conscious effort was made to invite PP children to both before and after school clubs (along with other extra-curricular activities).</li> </ul>	<ul style="list-style-type: none"> <li>School will continue this approach in 2019-20.</li> </ul>	<ul style="list-style-type: none"> <li>School office time</li> </ul>
C. Pupil Premium pupils are targeted for additional support in lessons from Class Teachers.	<ul style="list-style-type: none"> <li>Staff will identify their disadvantaged learners and check on their understanding during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Through Pupil Progress Meetings, it's clear that staff are aware of the PP pupils in their class.</li> <li>Through CPD, staff were advised to positively 'target' PP children for questioning along with under-achieving pupils in efforts to plug any attainment gaps for our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>School will continue this approach in 2019-20.</li> </ul>	<ul style="list-style-type: none"> <li>Staff CPD time</li> </ul>

### iii. 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
A. Pupils will have opportunities in school to read, consolidate x tables and complete homework.	<ul style="list-style-type: none"> <li>Disadvantaged pupils to be offered attendance at breakfast and after school club where they can be supported with this.</li> </ul>	<ul style="list-style-type: none"> <li>As above, encouraging PP to attend before and after school club started in earnest in September 2019.</li> </ul>	<ul style="list-style-type: none"> <li>School will ensure that after-school staff positively encourage PP to use the facility to complete homework where support is on offer.</li> </ul>	<ul style="list-style-type: none"> <li>Nothing additional – staff are already employed by wrap-around care.</li> </ul>
B. PP pupils will access a full range of social /cultural/sporting experiences, visits and activities.	<ul style="list-style-type: none"> <li>Pupils will partake in school visits and enrichment.</li> </ul>	<ul style="list-style-type: none"> <li>School ensured that our disadvantaged had access to the same opportunities as other pupils during the school year buy funding visits, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Again, school will continue to fund visits and trips and extra-curricular activities during the 2019-20 academic year.</li> </ul>	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)