

Pupil premium strategy statement 2017/18



1. Summary information					
School	Hutton Cranswick CP School				
Academic Year	2017/18	Total PP budget	£25,912	Date of most recent PP Review	April 2018
Total number of pupils	166	Number of pupils eligible for PP	17	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected attainment in reading, writing and maths	67% (2/3)	67%
% exceeding expected attainment in reading, writing and maths	33%	11%
Average progress score in reading	+0.83	+0.33
Average progress score in writing	-1.69	+0.17
Average progress score in maths	-0.05	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Lack of independence/aspirations from some pupils leads to over reliance on some staff (particularly those also with SEND) or not challenging themselves to exceed beyond age related expectations	
B.	Lower basic maths, reading and writing skills	
C.	Issues with social skills, relationships and self-esteem	
D.	Increase in speech and language issues, particularly with younger children in school	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Family issues (e.g. Lower academic aspiration, family relationships etc.)	
4. Desired outcomes		Success Criteria
A.	Time built into lessons (5 minutes) for each PP child to get 1:1 feedback and	Independent work time increases over the year – children more able to find

	<p>support from teacher, with less TA dependent time.</p> <p>Time built into lessons to challenge and extend the more able PP children to reach greater depth outcomes.</p> <p>Use of horse shoe table and teacher working with groups, individuals to use 5Bs and traffic light cups to work independently in this time.</p>	<p>support from resources or peers.</p> <p>Children feel challenged and independently motivate themselves (with direction/challenge from the teacher) to achieve more.</p> <p>Monitoring through learning walks and book scrutiny show an increase in extended tasks.</p>
<b>B.</b>	<p>Lowering the achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups. (<i>IDSr and FLiC attainment and progress figures</i>).</p> <p>All underachieving pupils (especially disadvantaged pupils) quickly and accurately identified so that their needs can be clarified and addressed. (<i>Pupils identified scores</i>) and appropriate provision set up using provision map)</p>	<p>Progress data in tracking spreadsheet and FLiC shows narrowing of the gap between disadvantaged and others.</p> <p>Progress scores for PP pupils are greater than non-PP pupils.</p>
<b>C.</b>	<p>Children with gaps in being able to form relationships or showing low self-esteem are quickly identified and needs addressed (<i>PP provision map, ELSA provision</i>)</p> <p>ELSA interventions shows improvements in children's ability to work with others and develop confidence.</p>	<p>Support provided allows an increase in self-esteem and friendships maintained leading to children being happier in school.</p> <p>Boxall profile scores show staff and children in school are noticing an improvement in confidence, behaviour and therefore ability to make progress.</p>
<b>D.</b>	<p>Ensuring timely intervention with SAL issue does not impact on children's attainment and progress.</p>	<p>Referrals made to Children's Centre and SAL for children requiring support – also pre-transition work with nursery providers to identify current need.</p> <p>TAs taking NHS training in order to be able to deliver a more thorough programme in school of targeted SAL intervention.</p>
<b>E.</b>	<p>School helping provide access, including to support banks (<i>e.g. Children's Centre, parenting courses etc.</i>)</p>	<p>Parents and children feel supported, with good relationships built with school and adults.</p>

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?
A/B/D	TA supporting small groups and individuals, but also allowing teachers to be freed to work with PP children and support targeted work and interventions/challenge.  5min x 3 a day  £13,566	Research highlights feedback to be a highly effective strategy to improving pupil progress. Freeing up teachers to be able to work with individuals has been successful in school.  Used intervention analysis to purchase key resources – Rising Stars Spelling, Word Blaze, Maths Stars and Cracking Comprehension  £2130	Monitoring by SLT through triangulation.	SEnCo/ Disadvantaged Champion AHT ADHT	Termly
A/B/D	Staff training in key areas to support and challenge PP pupils  Approx. £8000	Children benefit most from high quality first teaching and through high quality feedback. Choosing high quality CPD is essential and at a whole school level ( <i>Team Teach, ELSA, Mastery Maths, Reading Circles, STEAM, Perfect Assessment for Learning. SAL</i> ) Lunchtime ELSA project	SLT and AHT to track CPD and impact, informing decisions made on most appropriate input for staff.	AHT SLT	September 2018

<b>Total budgeted cost</b>					£23,696
<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>
A/C	Support provided by ELSAs within school to allow children to be able to access the school provision fully.  £1026	Success with children historically in school has shown this resource to be invaluable for individuals and classes.	ELSA feedback to SENCo.  Measuring of the Boxall profile to be evaluated.	SENCo ELSAs AHT	Half-termly
<b>Total budgeted cost</b>					£24,722
<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>
E	Contribution towards residential and non-residential educational visits for eligible pupils Approx. £750	EEF states collaborative learning to have a strongly positive impact on learning (+5).	Budget management to record contributions.	AHT	September 2018
<b>Total budgeted cost</b>					£25,472