

Pupil premium strategy statement (primary)

1. Summary information					
School	Carlinghow Princess Royal J. I. & N. School				
Academic Year	2018/19	Total PP budget	£126,280 September to March 2019	Date of most recent PP Review	November 2018
Total number of pupils	351 (including Nursery)	Number of pupils eligible for PP	159 (School defined pupil premium children)	Date for next internal review of this strategy	Easter 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	34%	58% (NA 70%)
% making progress in reading	-17%	67%
% making progress in writing	-16%	75%
% making progress in maths	-22%	83%

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.	Low attendance and poor punctuality Increased attendance for PP pupils to ensure they are in school and ready to learn. Improve the punctuality of PP pupils to ensure no lost learning occurs at the start of the school day. Attendance of PP pupils is in line or higher than the national average for similar pupils.
B.	Communication skills of pupil premium pupils. Pupils come to school with low level language skills and start to play catch up from the moment they step into school. The development of early language is critical as is the engagement of parents to take up nursery places (including 2,3 & 4 year olds) and for their children to attend. Limited vocabulary can have a big impact on pupil learning and by improving early language, standards should rise to reflect this.
C.	Home and family related issues resulting in poor parental engagement Pupil's home life can become a barrier for pupil learning, behaviour, low aspirations, attendance and punctuality, housing and transport issues including high mobility in and out of the surrounding estate can mean that pupils are not ready for learning when they come to school and some have social, emotional and mental health issues. Increasing the team around the child in school will help to break down these barriers and ensure pupils are 'learning ready' when they enter the classroom, this will also have a marked impact on the behaviour of some pupils.

D.	Lack of educational support at home. For some PP pupils the support at home is not as strong as others and therefore progress in some areas such as reading is hindered as daily practice isn't evident. Some parents are unable to support their children with homework.

4. 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Achievement of PP pupils is raised across all year groups in reading, writing and maths. Progress measures reflect pupil premium pupils diminishing the gap between non-pp pupils.	Improved interventions for groups of pupils, focussed on need. Effective appraisal is in place with effective target. appraisal, Focus on quality first teaching for all. EEF is used to validate our choice of additional support	Focussed approach to data and identification of pupils ensures all staff are aware of PP pupils in their class. Lesson observations identify PP pupils and the progress they make in a lesson. Pupil progress meetings identify the groups of pupils and ensure teaching and interventions are planned appropriately to enable maximum success for these pupils. Rigorous planning ensures different groups of pupils are catered for within lessons	Data analysis and pupil tracking demonstrates improvement Lesson observations Pupil progress meetings focus on the attainment and progress of different groups Appropriate staffing, resources cover and HLTA support are managed to provide appropriate support. Cover will be provided for PPM.	BF	January 2019 March 2019 July 2019

<p>Improve academic language skills for all pupils, ensuring PP pupils achieve EXS/ARE or that there is a diminishing of the gap between PP and non-PP at the end of the year.</p>	<p>Improve language skills for all pupils, ensuring PP pupils achieve EXS/ARE or that there is a diminishing of the gap between PP and non-PP at the end of the year. We have bought new reading books to enhance our provision. We use the Power of Reading (POR) and have access to their online resources We use the Power of Reading (POR) and have access to their online resources We will purchase a selection of the classics for each class to ensure they receive a broad curriculum. The SIF project will be implemented to diminish the difference for disadvantaged children in upper KS2. CPD will be provided for staff</p>	<p>Pupils enter school with significantly lower starting points. Language is usually a barrier for these children as they don't have language rich environments at home.</p>	<p>Evidenced through pupil progress meetings. Review of timetables demonstrate provision for sessions. Intervention planning sheets indicate activities and next steps. Data tracking shows progress of PP pupils towards the improvements. Class grids highlight PP pupils We have bought new reading books to enhance our provision. The SIF project is audited externally as well as regular data points to monitor the progress of children and its impact. Lexonic is a targeted intervention programme which generates its own assessments and this is used to monitor the impact and fed back to governors</p>	<p>CP</p>	<p>January 2019 March 2019 July 2019</p>
<p>Improve impact of support staff diminishing the gap between PP and Non-PP at the end of the year. Progress for PP children improves</p>	<p>Half day training for all support staff following guidance and supporting documents from EEF</p>	<p>EEF research shows the impact of quality support form TA has a positive impact on standards.</p>	<p>The impact of support staff including their contribution to marking and feedback will be monitored by SML. It will also form part of the PPM where each pupil's progress will be measured. Following the training day where additional support or training is required it will be provided as necessary.</p>	<p>LH</p>	<p>December 2018 Feb 2019 March 2019 July 2019</p>
Total budgeted cost					£33,876

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?
Identified pupils given opportunities that ensure they are ready to learn. To build resilience and self-regulation leading to greater independence.	Provision to develop social and emotional areas of development with individuals. Planning and delivering bespoke provision. There will be a number of children where restorative practice will be used to support their needs.	Evidence show that some pupils are not ready to learn when they enter school due to home life and attachment issues. By taking a nurturing approach we focus on the child and their needs.	Learning mentor and BSW feedback Improved engagement in lessons Lower rate of behaviour incidents and exclusions Training for staff Restorative training provide for all teachers – External provider Restorative training for all support staff. – AK to lead	KP	January 2019 July 2019
To provide high quality Speech and Language support in school.	Commissioning of speech and language therapist to work with identified pupils and support school staff with training, support and guidance. Ensure training is given to all staff working with pupils with S&L difficulties. Ensure interventions are focussed on S&L activities for those pupils needing further support.	Pupils enter foundation stage with significantly low levels of communication and language development.	Regular review of provision Ensuring the right pupils receive support	CP	January 2019 March 2019 July 2019

<p>Improved behaviour for learning. For children to feel supported and ready to learn when coming in from lunch</p>	<p>Training to be provided for all lunchtime staff to provide a range of activities both physical and nurturing as well as a range of strategies to ensure the children are ready to learn CPD will be provided for lunch time staff Buddy groups Friendship groups</p>	<p>Monitoring of logs (CPOMS) show there are times when some of the children enter the class unsettled and feel they have not had time to be heard. The number of incidents requiring further action will be reduced.</p>	<p>A range of events to support children including circle time and acknowledging Anti Bullying week etc. We will monitor the mid-day supervisors and provide additional training where necessary. We will use the school council to feedback on the impact. There will be increased worry boxes positioned around school to ensure children are heard and we respond appropriately enabling children to be settled and ready to learn.</p>	<p>CP</p>	<p>.</p>
<p>Support for additional needs providing children with the social skills and skills for life for them to succeed in life</p>	<p>Nurture group for a select group of children where the National Curriculum does not meet all their needs and where additional support and skills including motor skills, socialisation, emotional skills can be developed. Training in Boxhall to be provided for relevant staff</p>	<p>There is a minimum group of 4 children with some very specific needs where the national curriculum does not fully meet their needs and they additional support and a highly differentiated curriculum to ensure they can succeed, both at school and in life.</p>	<p>We will ensure suitable trained staff are appointed and where necessary appropriate training is provided including training in Boxhall.'</p>	<p>CP</p>	<p>This will be part of our normal monitoring progress as well as reported in PPM.</p>
Total budgeted cost					£102,644

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?
Increase in attendance and reduced lates for PP pupils to diminish any difference between the attendance of PP and non-PP pupils.	Provision of weekly attendance data to SLT. External services used to support attendance procedures. Daily door knocking initiative for pupils who are not in school. Half-termly letters to parents to inform them of the importance of good attendance.	Pupils have to be in attendance in school to ensure the impact of all other actions has a positive effect on them.	Weekly attendance figures shared with SLT. Attendance reported and discussed at Governing Body meetings. Weekly celebration of attendance Attendance team, door knocking pupils who are absent	CA/KSH	Daily and weekly reviews End of half term analysis of data
Increase Parental Engagement throughout school to develop stronger home/school learning partnerships.	Newly created Parental Engagement Team. (AW, BF, CP, KP, KSH, AR, DM, SO, NJ & CA) Parent workshops Informal parent sessions Parents engaged in learning through consultation evenings (See timetable of events) @Goodie bags' for attendees.	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and help to complete homework tasks.	Increased number of workshops across school with an increase in attendance of PP parents. Attendance of PP parents at informal events monitored. Pupil tracking Data analysis Parental feedback Resources, cover costs, goodie bags, photocopying costs, refreshments.	NJ/ KP	Increased number of workshops across school with an increase in attendance of PP parents. Attendance of PP parents at informal events monitored. Pupil tracking Data analysis December 2018 April 2019 July 2019
All pupils in school have access to inspirational experiences that enrich their educational provision. To enrich cultural understanding and develop broader life experiences.	All residential and visits have subsidy for PP pupils to enable them to access the visit. Cliff House	Participation in residential raises self-esteem and increase life experiences giving the pupils a platform to writing and a greater understanding of curriculum areas.	Data held on residential and visits. Quality of work output following visits and residential School minibuses allow regular visits to take place without the need for coaches.	KP	This will be reviewed each half term.

Children to have access to a range of wider experiences outside the school curriculum	After school club available for PP children Mon, Tues, Wed and Thurs	Following pupil questionnaire, we have decided to provide additional after school club for our children providing a wide range of experiences.	We will complete half termly audit of attendance and percentage of PP children attending.	BF	
Total budgeted cost					£46,476

5. Review of expenditure				
Previous Academic Year		2017-18		
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
		The overall impact wasn't sufficiently effective and it didn't achieve the desired results.	After careful evaluation the pupil premium plan has been reviewed and an external review of Pupil premium has been booked for 2018/19. This review started in November 2018. The pupil premium plan has been reviewed and after careful evaluation and detailed more robust action plan has been implemented which links more closely to the school improvement plan.	£112,538
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
		The overall impact wasn't sufficiently effective and it didn't achieve the desired results.	After careful evaluation the pupil premium plan has been reviewed and an external review of Pupil premium has been booked for 2018/19. This review started in November 2018. The pupil premium plan has been reviewed and after careful evaluation and detailed more robust action plan has been implemented which links more closely to the school improvement plan.	£35,908
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
		The overall impact wasn't sufficiently effective and it didn't achieve the desired results.	After careful evaluation the pupil premium plan has been reviewed and an external review of Pupil premium has been booked for 2018/19. This review started in November 2018. The pupil premium plan has been reviewed and after careful evaluation and detailed more robust action plan has been implemented which links more closely to the school improvement plan.	£71,176

6. 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

The school will receive more pupil premium funding in April 2019 for this academic year. The school's pupil premium strategy statement will be reviewed at Easter 2019.