

Pupil Premium Strategy Statement

1. Summary information					
School	Cuckney C of E Primary School				
Academic Year	2018/19	Total PP budget	£6,600	Date of most recent PP Review	07.2018
Total number of pupils	142	Number of pupils eligible for PP	5	Date for next internal review of this strategy	December 18 April 19 July 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths combined	20%	Due to small numbers of pupils accessing FSM, comparisons to national data are statistically unreliable. Particularly when comparing gaps in attainment.
% achieving ARE in reading	80%	
% achieving ARE in writing	40%	
% achieving ARE in maths	60%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Some pupils have low self-esteem and lack of self-confidence in own abilities and potential.
B.	Some pupils need to fill in gaps missed in prior learning.
C.	Attainment in writing
External barriers (<i>issues which also require action outside school</i>)	
D.	Some pupils have low attendance and erratic punctuality.
E.	Lack of support for some children within home setting.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children participate in an extra-curricular activity to increase confidence and self-esteem.	A variety of different extra-curricular opportunities provided to suit the interests and abilities of the PP children. PP children take part in lunch time/ after school clubs, music tuition, or have a role on a school committee such as school council or eco club.
B.	PP children working below ARE make accelerated progress in Maths and English.	Pupils eligible for PP identified as working below age related expectations make better than expected progress in maths, reading and writing.

		Measured by teacher assessments and successful moderation practices, both internal and external (within the family of schools).
C.	Improved progress in writing, with the gap to ARE closing for PP children.	Pupils make expected progress or better in writing. This is in line with our whole school improvement plan. Measured by teacher assessments and successful moderation practices, both internal and external (within the family of schools).
D.	Increased attendance rates for Pupil Premium children.	Attendance of Pupil Premium children is outstanding, reaching target of 96%.
E.	Regular meetings with parents of PP children and individualised home learning support packs provided.	Parents meet with PP Champion and class teachers on a regular basis to discuss current attainment of children and next steps in learning and development. Teachers to share appropriate resources in home learning pack that parents can use to support their children at home. Parents of PP children are encouraged to attend school-run workshops and information sessions- childcare provided at these sessions to make attending easier.

5. Planned expenditure

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?
Effective differentiation in all English and Maths lessons to enable PP children to make accelerated progress in these areas.	Teaching assistant present in English and Maths lessons when possible to provide structured, adult led differentiation. Teaching assistants to be used to support <u>and</u> challenge children.	Additional support for class teacher to enable planned for differentiation to take place, allowing additional challenge and stretch to be in place as well as helping to set work at an appropriate level for all pupils.	Regular monitoring of lessons by HT and subject leaders i.e. observations and learning walks. Pupil Progress meetings. Monitoring progress and attainment of children and cohorts. Assessment data.	RW LC KC BHG	December 18 April 19 July 19

<p>To improve rates of progress for pupil premium children in writing.</p>	<p>Quality First Teaching through additional support from Teaching Assistants. Focussed short term targets, reviewed every 6 weeks based on Grammar, punctuation, spelling.</p> <p>Children who are not on track to meet end of year expectations will receive additional support to narrow differences.</p> <p>Intervention will be focussed on identified 'gaps' in writing.</p>	<p>Writing forms part of our SIP for this year and is recognised as an area we need to improve for all children, particularly our PP children as this is the area where the least % of PP pupils achieved ARE last year.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment Staff to build relationships with pupil - What do they enjoy writing about? Support they would like.</p>	<p>Courses selected using evidence of effectiveness and school priorities. In school training (CPD) through staff meeting time.</p> <p>HT and Subject leader monitoring: Pupil progress meetings plus a range of monitoring Intervention monitoring sheets.</p> <p>Observations.</p> <p>Internal and external moderation. Work scrutiny.</p> <p>Staff Meeting time dedicated to school priority areas/ CPD.</p> <p>Appropriate resources purchased to support learning.</p>	<p>RW BHG LC</p>	<p>Half termly.</p>
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Total budgeted cost £1550

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?
<p>To improve rates of progress for pupil premium children in writing.</p>	<p>Teaching Assistant (TA) with focussed intervention for identified children work.</p>	<p>Children have different barriers to learning and require 'top ups' or have 'gaps' in their knowledge that requires 1:1 or small groups intervention in addition to quality first teaching.</p>	<p>Half termly meeting with SENCo to ensure the provision is correct and having an impact.</p> <p>Monitoring intervention sheets.</p>	<p>RW BHG DA</p>	<p>December 18 April 19 July 19</p>
<p>Improved attainment in all areas of English and Maths for PP children identified as being below age related expectations at end of year pupil progress meetings.</p>	<p>Use of teaching assistants to support progress in lessons when present. Increased interventions by teaching assistants in English and Maths to fill in gaps as identified by teacher's assessments within lessons. Aim to do intervention on same or following day as deemed appropriate.</p>	<p>We want to provide extra support to achieve age-related attainment in all main areas. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p>	<p>Regular assessment of children's attainment by class teachers and monitored by PP Champion. Regular monitoring of intervention sessions and the effectiveness of these to by PP Champion and subject leads. Monitoring progress and attainment of individual children. Pupil progress meetings.</p>	<p>RW Class teachers. Subject leads.</p>	<p>December 18 April 19 July 19</p>

Total budgeted cost £1550

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?
<p>Increased attendance rates of Pupil Premium children to outstanding, reaching target of 96%.</p>	<p>First day response. More direct contact with parents and challenge for poor attendance. Termly letters. Individuals' attendance monitored each half term. Exciting enrichment activities. Increase profile of high attendance through newsletters and reward system.</p>	<p>Pupils and parents are aware of the impact of lateness and nonattendance.</p> <p>Pupil are motivated to attended school 'WOW' days and exciting activities throughout the term will be fun and the pupil will want to participate.</p> <p>Early identification of poor/persistent attendance.</p> <p>Families of disadvantaged pupils have access to a support network to ensure pupils attend school on time – Breakfast Club.</p> <p>Improving attainment will link directly with improving the attendance of this group of children in school. Decrease time for loss of learning.</p>	<p>Regular monitoring of absences and tracking patterns. PP Champion to unpick causes of absences and lateness and inform head. PP Champion and head will collaborate to ensure standard school processes are having a positive impact.</p> <p>'WOW' days will be shared with the pupil and parents as something to look forward to. These will be in the diary on the website.</p> <p>Termly reports to CoG and Safeguarding on attendance and lateness.</p>	<p>RW BHG LC DG</p>	<p>December 18 April 19 July 19</p>
<p>Regular, positive and effective communication with parents have encouraged increased academic support at home.</p>	<p>Regular meetings with PP Champion and class teacher, separate from scheduled parent consultations. Specific, individualised home learning packs provided for parents. Child care provided at school-led workshops and information sessions to encourage attendance of parents.</p>	<p>Providing support for parents in way of resources can help to encourage academic support at home as they have they equipment and activities to do this easily and effectively. Regular meetings give parents an understanding of expectations and support them to identify next steps in their child's development (socially and academically). Attendance at school-led workshops and information sessions provide further support. Often parents find it difficult to attend these due to childcare issues.</p>	<p>Pupil and parental feedback. Monitoring progress and attainment of individual children. Pupil Progress meetings.</p>	<p>RW Class teachers.</p>	<p>November 18 March 19</p>
<p>No child misses out on activities, visits or resources.</p>	<p>School provides subsidised trips and educational opportunities to Pupil Premium children, either in part or whole, to ensure that no child misses out on an experience due to financial reasons. Equipment, including uniform, PE kit is</p>	<p>Important that no child feels that they miss out or are at a disadvantage because of their family's financial situation.</p>	<p>Pupil and parental feedback. Monitoring of financial expenditure by Office Manager. Pupil Progress meetings.</p>	<p>RW BP</p>	<p>December 18 April 19 July 19</p>

	purchased by the school if deemed necessary.				
All children develop an extra-curricular interest and are motivated to attend school.	Provide a wide range of extra-curricular activities and clubs within school, ensuring some are targeted at specific individuals and groups, to ensure that all children attend at least one extracurricular club. Music tuition and instrument hire in place. Additional resources purchased, and new clubs identified throughout the year.	Children are given the opportunity to improve confidence, social skills, life opportunities and happiness. Children work closely with staff member leading extra-curricular activity providing enhanced relationships which have an impact in learning environment. Children enjoy extra-curricular activity and have something to look forwards to and consequently have improved motivation for school and learning. Children are proud of their participation and achievements.	Pupil and parental feedback. Pupil Progress meetings.	RW All staff.	December 18 April 19 July 19
To ensure pupil are 'Ready to learn' and prepared for the school day.	Access to breakfast club. Access to lunches & snacks. Liaise with parents. Purchase snacks for pupil attending after school clubs. Uniform.	Pupil receiving a healthy, nutritious and calm start to the day. Opportunities established for socialising, fun and laughter in a family style breakfast environment. Provisional expenditures based on need and circumstance. Pupils are at school on time. Pupils receiving a healthy, balanced diet and have an awareness of a balanced diet. Pupils are 'refuelled' until dinner time at home. Pupils feel the same as their peers and a sense of belonging wearing the correct school uniform.	Pupil Voice. Classroom staff to ensure that PP pupils attending after schools clubs are provided with an appropriate snack.	RW LC BP	Half termly.
Total budgeted cost					£3500