

# Pupil premium strategy statement: Reviewed 12/09/17

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£105,550	Date of most recent PP Review	September 2017
Total number of pupils	283	Number of pupils eligible for PP	96	Date for next internal review of this strategy	October 2017

2. Current attainment		
<b>Attainment for: 2015-2016 (4 pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national 'others' Y6)</i>
% achieving expected standard or above in reading, writing and maths	33%	65% / 60%
% achieving expected standard or above in reading	44%	75% / 71%
% achieving expected standard or above in writing	78%	92% / 79%
% achieving expected standard or above in maths	56%	81% / 75%

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.	Poor vocabulary
B.	Higher attaining (KS1) PP children made less progress than others
C.	Low confidence, weak self-esteem
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance

E.	Reduced access to enrichment activities	
4. Desired outcomes		
	Desired outcomes and how they will be <b>measured</b>	Success criteria
A.	Richer vocabulary – use/understanding. <b>Measured by:</b> Conversations with children during (English Team) reading project. Writing scrutiny. Learning Walks.	<ul style="list-style-type: none"><li>Children are able to answer vocabulary style questions in reading tests more successfully. (Raise online).</li><li>Children use words from their vocabulary sessions in their writing.</li><li>Yes – some boys even wrote a very long story in their own time</li><li>Children are able to explain their classes vocabulary support (i.e. word wall) and use it.</li><li>Yes, certainly true in Year 6</li></ul>
B.	Higher attaining (KS1) PP children make at least as much progress as other High Attaining Pupils. <b>Measured by:</b> ½ termly pupil progress meetings.	<ul style="list-style-type: none"><li>G&amp;T maths group created for Y6 (and score highly compared to national)</li><li>27% PP children reached higher level (National for all children was only 23%)</li></ul>
C.	Children have greater resilience because they have strategies to cope when things go badly. Their confidence will be increased. <b>Measured by:</b> Pupil questionnaires. One Page Profiles. Pupil Premium meeting records.	<ul style="list-style-type: none"><li>Children are given key jobs in school</li><li>This was evident in all year groups</li><li>PP children on behaviour levels reduces</li><li>No consistent recording – TO BE IMPLEMENTED 2017 18</li></ul>
D.	Attendance improves. <b>Measured by:</b> Regular reviews. Meetings with Parent Support Advisor.	<ul style="list-style-type: none"><li>The attendance of PP/FSM children reaches the school target of 97%.</li><li>All children attended 96.1% whilst PP attended 95.2% - FSM, however was 94.1%</li><li>Persistent absenteeism is no more in PP children than Others.</li></ul>

		<ul style="list-style-type: none"> <li>PA for all children without disadvantage was 2%. For PP children it was 13.5% and for FSM children 23.4%</li> </ul>
E.	Increased access to enrichment activities. <b>Measured by:</b> Monitor number of PP children accessing clubs and activities. Provision sheets record activities.	<ul style="list-style-type: none"> <li>Children attend clubs because they like them</li> <li>88% of children say they like going to clubs after school. 88% of those children say they learn new skills.</li> <li>We are able to support children by funding activities that they would not usually have access to</li> <li>Only 32% say they do something similar at home.</li> </ul>

5. Planned expenditure					
Academic year	2016/17				
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, C, D, E	<div><div><div>1. Phonics</div><div>2. Behaviour support</div><div>3. TA training</div><div>4. Pupil Premium ‘champion’ – Pupil Premium meetings/One page Profiles</div><div>5. SEND provision and leadership</div></div><div>Specialist Teacher (+TA time)</div></div>	<div><div>1. Sutton Trust (+4 months) – early screening, on entry, confirms that low phonic awareness is a barrier to making good progress in reading and writing.</div><div>2. Sutton Trust (+3 months) – poor behaviour for learning has a negative impact for <u>all</u> learners.</div><div>3. Sutton Trust <i>Feedback</i> (+8 months) <i>Phonics</i> (+4 months) Teaching assistants, when used effectively for focussed intervention, can lead to accelerated progress.</div><div>4. Mark Rowlands ‘Pupil Premium’ cites evidence of schools making very good use of Pupil Premium funding where the monitoring and championing</div><div>5. 30% of our Pupil Premium children are SEND compared to only 13% of ‘Others’.</div></div>	<div><div>1. Specialist teacher organises groups. Regular screening ensures that intervention is timely and accurate.</div><div>2. Record kept of Behaviour level intervention.</div><div>3. SLT carry out regular learning walks. All TAs have appraisals. Pupil Progress meetings.</div><div>4. Pupil Premium reviews and feedback from Pupil Premium interviews with parents.</div><div>5. Provision map kept up to date. Data tracking and transparent reporting.</div></div>	Sarah Walker	June
A, B	<div><div>1. Maths groups</div></div>	<div><div>1. Sutton Trust <i>Small group tuition</i></div></div>	<div><div>1. Observations. Data</div></div>	Suzanne	June

	<p>2. Vocabulary groups</p> <p>3. Spelling tuition</p> <p>4. Grammar tuition</p> <p>5. Coaching</p> <p>2 days release for Deputy (+TA time)</p>	<p>(+4 months). Higher ability children in small, focussed maths groups thrive in a culture of highly competitive, peer challenge.</p> <p>2. Sutton Trust <i>Small group tuition</i> (+4 months) <i>Reading comprehension</i> (+5). Listed as barrier for learning for a high percentage of Pupil premium children. SATs analysis showed that CJS pupils were not so good at answering vocabulary questions.</p> <p>3. Sutton Trust <i>Small group tuition</i> (+4 months) Listed as barrier for learning for a high percentage of Pupil premium children. SATs analysis showed that GPS scores were disproportionately lower in spelling.</p> <p>4. Sutton Trust <i>Small group tuition</i> (+4 months) Listed as barrier for learning for a high percentage of Pupil premium children. Pupil Premium gap is highest in Writing.</p> <p>5. Teachers had differing knowledge and levels of accountability for Pupil Premium children/spending allocation.</p>	<p>analysis. One page profiles. Headstart.</p> <p>2. Observations. Data analysis. One page profiles. Vocabulary tests for Accelerated Reader.</p> <p>3. Observations. Data analysis. One page profiles.</p> <p>4. Observations. Data analysis. One page profiles.</p> <p>5. Maths and English Teams reviewing progress. Appraisal. Pupil Progress meetings.</p>	Ashpole	
<b>Total Budgeted Cost</b>					£60 000
<b>ii. 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</b>

					<b>implement ation?</b>
D,E	Clubs ( <i>After-school</i> Cookery, Arts and Crafts, G&T sports, Science, Breakfast Club, Homework)	Access to enrichment activities is poor in Cromer. Experience tells us that where a cost is incurred families entitled to Pupil Premium have a significantly lower uptake of extra-curricular activities. Sutton Trust <i>Sports Participation</i> (+2 months) – G&T sports club offered. Sutton Trust <i>Arts Participation</i> (+2 months). Cookery club is oversubscribed.	Staffing levels and costs closely monitored. Access for Pupil Premium children listed. We use pupil and parent interviews to build the one page profiles that identify which clubs are wanted.	Whil de Neve/Sarah Walker	July
E	Funding for a broad range of visits and visitors, including a residential visit in Y4 and Y6.	Sutton Trust <i>Outdoor adventure learning</i> (+4 months). Before Pupil Premium was used to subsidise access to these enrichment activities, a significant number of families chose to opt out. Residential visits are now close to 100% attendance whereas we used to be lucky to get 75%. Often it was necessary to cancel trips due to very low parental contributions.	Monitor attendance for residential.	Whil de Neve/Sarah Walker	July
D,E	Maths Whizz	Sutton Trust <i>Digital technology</i> (+4 months). Maths homework was often difficult to differentiate accurately and was not always attractive. Maths Whizz is effectively a ‘personal tutor’ delivering learning activities following instant analysis of progress/ability. (Access at home, for some children, remains an issue although opportunities for access in school are	Analysis of individual and group progress.	Jonathan Amies (+Maths Team)	July

		available).			
A	Accelerated Reader	Sutton Trust <i>Digital technology</i> (+4 months). Providing a structured programme for all readers. High challenge for the more able and an attractive 'hook' for emerging readers.	Pupil perception questionnaire. Analysis of in-programme data and broader Reading data. Rising Stars used ½ termly. KS2 tests.	Suzanne Ashpole (+ English Team)	July
D	Providing Taxis	Taxis (usually for a limited period) have provided consistent transport for children whose attendance has been a major barrier to learning.	Attendance data. Outcomes from PSA meetings and Attendance Panels.	Whil de Neve/Sarah Walker	July
E	Paying for Violins/Piano tuition	Sutton Trust <i>Digital technology</i> (+4 months). Access for children eligible for Pupil Premium was previously low. Costs for piano tuition are prohibitive since they are most effective one-2-one. 39 families signed up for just 10 places. (Keyboards/violins provided for children to practice at home)	Monitoring attendance. We use pupil and parent interviews to build the one page profiles that identify what instruments children would like to play.	Whil de Neve/Sarah Walker	June
<b>Total Budgeted Cost</b>					£17 100
<b>i. 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>
C,D	Providing Pastoral Support for children with social/emotional barriers to learning	Sutton Trust <i>Social and emotional learning</i> (+4 months). With effective emotional support many children are able to access the curriculum with much greater progress. The 3 days replaces 1.5 days of Benjamin	One page profiles. Pupil perception questionnaires. Parent testimonials. Progress monitoring.	Amy Wright/Sarah Walker/Whil de Neve	June

		Foundation support. Amy is overwhelmed with referrals.			
C,D,E	Providing a Parent Support Advisor	Sutton Trust <i>Social and emotional learning</i> (+4 months). Sutton Trust <i>Parental involvement</i> (+3months). External factors, beyond the reach of school often present as immovable barriers to learning. Often our PSA is able to offer Early Help to prevent issues from occurring or help to tackle problems	Regular (3 weekly) meetings. FSPs, agency referrals. Attendance reviews. Perception questionnaires.	Will Campbell/ Whil de Neve/ Sarah Walker	June
C,D	Art Therapy sessions. Providing an alternate route for some children that require specific 'pieces of work'.	Sutton Trust <i>Social and emotional learning</i> (+4 months). This is in its infancy but we have seen a real lift in respect of self-confidence and self-regulation strategies.	One page profiles. Pupil perception questionnaires. Parent testimonials. Progress monitoring.	Whil de Neve/ Sarah Walker	June
A,B,C,D,E	A flexible contingency fund	Different opportunities are presented throughout the year. This could range from providing particular books in the library, to staff CPD, to providing a laptop to use at home or making sure that a child makes it to the gymnastics club that they are passionate about (these are just some of the current projects, this year).	One page profiles. Pupil perception questionnaires. Governor scrutiny.	Whil de Neve/ Sarah Walker/ Peter Drinkwater	June
Total Budgeted Cost					£28 400



6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	
A, B, C, D, E	Phonics	Increased use of phonic skills in reading and spelling. Accelerated progress in reading ages and spelling ages Greater understanding of words read and spelt.	Need to look at how Year 3 outcomes can be met when children are withdrawn for intervention. Shorter sessions are not always long enough. Look at increasing session length initially but for fewer weeks.	
	Behaviour Support	Less impact and disruption to other pupils. Teaching staff have time to focus on class rather than individuals. Head and Deputy able to have some time undisturbed to carry out own duties.		
	TA Training	More consistency in way TA carried out.  One Page Profiles, compiled and used to support pupils needs and extend their interests.	Time from behaviour role can sometimes impact on the amount of time that can be given to TA training. Sometimes it may be worth paying for TAs to stay for training after school.	
	Pupil Premium Champion	Improved and clearer strategy developed with clear evidence base and impact. Wider range of provision for PP pupils Staff and Gobs all have good understanding and focus on PP support. Because of the role, Sarah can link SEND with vulnerability more easily.	Need to regularly collect evidence within a set time frame to make the role more manageable. Parent One Page Profile meetings were not well attended; need to look at alternative methods for engagement.	

	Maths groups	Progress was 0.5 across the year group which is 2.4 better than the previous year. Booster groups worked very well, significant progress.		
	Vocabulary groups	Listed above	Extend to other year groups.	
	Spelling tuition	GPS result 85%		
	Grammar tuition	GPS result 85%		
	Coaching	This is blended with SEND, art therapist, emotional support, TAs etc	Very difficult to isolate the impact because of the linked nature of the activity.	
	Clubs ( <i>After-school</i> Cookery, Arts and Crafts, G&T sports, Science, Breakfast Club, Homework)	We are now up to 94 applications for cookery and 72 for Arts & Crafts, suggesting that children enjoy the clubs. Many repeat applicants. Quality of provision is very good.		
	Funding for a broad range of visits and visitors, including a residential visit in Y4 and Y6.	Children access all activities.	Focus	
	Maths Whizz	Maths is a strength across the school. PP children scored higher than Others in SATs.	Try to make Learn Pads available at home.	
	Accelerated Reader	Children generally enjoy the sessions 89% of boys and 95% girls.	Reading is a whole school focus, particularly the more able. AR books to be taken home.	
	Providing Taxis	Children with taxis attend 100% except for genuine illness.		

	Paying for Violins/Piano tuition	All sessions filled to capacity. Success!	Extend.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
C,D	Providing Pastoral Support for children with social/emotional barriers to learning	Immeasurable but we <b>know</b> the difference this makes. Children regularly call on Amy outside of appointments and it is difficult to imagine how they would cope without. That said, others have been aware of when they could stop accessing the service.	Only that we could always use more hours.	
	Providing a Parent Support Advisor	37 children's families accessed PSA support (33 of which were PP children – roughly 1/3 of the whole cohort). Support was appreciated by all who used it.		
	Art Therapy sessions. Providing an alternate route for some children that require specific 'pieces of work'.	This was particularly helpful in bringing some harder to reach parents into school. Children get a lot out of the sessions.	We have extended this to a full day with potential for more.	
A,B,C,D,E	A flexible contingency fund	This has been used for a variety of different things – from PE kits to water bottles and dancing.		

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<b>7. Additional detail</b>