

# Pupil premium strategy statement: 2017 - 18

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£131.080	Date of most recent PP Review	October 2017
Total number of pupils	297	Number of pupils eligible for PP	102	Date for next internal review of this strategy	January 2018
2. Current attainment					
Attainment for: 2016-2017 Whole school			Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	
% achieving expected standard or above in reading, writing and maths			67%		
% achieving expected standard or above in reading			80%		
% achieving expected standard or above in writing			73%		
% achieving expected standard or above in maths			87%		
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)					
A.	Poor vocabulary				
B.	Disadvantaged children are already behind their peers (particularly FSM)				
C.	Low confidence, weak self-esteem				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Attendance				
E.	Reduced access to enrichment activities				
4. Desired outcomes					

	<i>Desired outcomes and how they will be <b>measured</b></i>	<i>Success criteria</i>																																																						
<b>A.</b>	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.</li> <li>Children use words from their vocabulary sessions in their writing.</li> <li>Children are able to explain their classes vocabulary support (i.e. word wall) and use it.</li> </ul>																																																						
<b>B.</b>	Disadvantaged children are already behind their peers (particularly FSM) <b>Measured by:</b> termly pupil progress meetings.	<ul style="list-style-type: none"> <li>Gaps shrink from current Sept 2017:</li> </ul> <table> <tr> <td>Current Year 6: Maths (at exp)</td> <td>PP gap -24%</td> <td>FSM gap -49%</td> </tr> <tr> <td>Reading (at exp)</td> <td>PP gap -31%</td> <td>FSM gap -56%</td> </tr> <tr> <td>Writing (at exp)</td> <td>PP gap -19%</td> <td>FSM gap -54%</td> </tr> <tr> <td>Maths (above exp)</td> <td>PP gap -14%</td> <td>FSM gap -38%</td> </tr> <tr> <td>Reading (above exp)</td> <td>PP gap -24%</td> <td>FSM gap -29%</td> </tr> <tr> <td>Writing (above exp)</td> <td>PP gap -4%</td> <td>FSM gap -9%</td> </tr> <tr> <td>Current Year 5: Maths (at exp)</td> <td>PP gap -15%</td> <td>FSM gap -46%</td> </tr> <tr> <td>Reading (at exp)</td> <td>PP gap -12%</td> <td>FSM gap -25%</td> </tr> <tr> <td>Writing (at exp)</td> <td>PP gap -7%</td> <td>FSM gap -39%</td> </tr> <tr> <td>Maths (above exp)</td> <td>PP gap -6%</td> <td>FSM gap -43%</td> </tr> <tr> <td>Reading (above exp)</td> <td>PP gap -14%</td> <td>FSM gap -25%</td> </tr> <tr> <td>Writing (above exp)</td> <td>PP gap -10%</td> <td>FSM gap -27%</td> </tr> <tr> <td>Current Year 4: Maths (at exp)</td> <td>PP gap -16%</td> <td>FSM gap -25%</td> </tr> <tr> <td>Reading (at exp)</td> <td>PP gap -11%</td> <td>FSM gap -18%</td> </tr> <tr> <td>Writing (at exp)</td> <td>PP gap -21%</td> <td>FSM gap -41%</td> </tr> <tr> <td>Maths (above exp)</td> <td>PP gap -30%</td> <td>FSM gap -26%</td> </tr> <tr> <td>Reading (above exp)</td> <td>PP gap -13%</td> <td>FSM gap -22%</td> </tr> <tr> <td>Writing (above exp)</td> <td>PP gap -20%</td> <td>FSM gap -23%</td> </tr> </table>	Current Year 6: Maths (at exp)	PP gap -24%	FSM gap -49%	Reading (at exp)	PP gap -31%	FSM gap -56%	Writing (at exp)	PP gap -19%	FSM gap -54%	Maths (above exp)	PP gap -14%	FSM gap -38%	Reading (above exp)	PP gap -24%	FSM gap -29%	Writing (above exp)	PP gap -4%	FSM gap -9%	Current Year 5: Maths (at exp)	PP gap -15%	FSM gap -46%	Reading (at exp)	PP gap -12%	FSM gap -25%	Writing (at exp)	PP gap -7%	FSM gap -39%	Maths (above exp)	PP gap -6%	FSM gap -43%	Reading (above exp)	PP gap -14%	FSM gap -25%	Writing (above exp)	PP gap -10%	FSM gap -27%	Current Year 4: Maths (at exp)	PP gap -16%	FSM gap -25%	Reading (at exp)	PP gap -11%	FSM gap -18%	Writing (at exp)	PP gap -21%	FSM gap -41%	Maths (above exp)	PP gap -30%	FSM gap -26%	Reading (above exp)	PP gap -13%	FSM gap -22%	Writing (above exp)	PP gap -20%	FSM gap -23%
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<b>C.</b>	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 provision sheets	<ul style="list-style-type: none"> <li>More children are given key jobs in school</li> <li>PP children on behaviour levels reduces</li> </ul>																																																						
<b>D.</b>	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%. (<i>All children attended 96.1% whilst PP attended 95.2% - FSM, however was</i></li> </ul>																																																						

		<p>94.1% 2016 17)</p> <ul style="list-style-type: none"> <li>• Oct 2017 – all children 96.75%, PP 94.98%, FSM 94.69%</li> <li>• Persistent absenteeism is no more in PP children than Others (<i>PA for all children without disadvantage was 2%. For PP children it was 13.5% and for FSM children 23.4% 2016 17)</i>)</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 (<i>88% of children say they like going to clubs after school. 88% of those children say they learn new skills)</i>)</li> <li>• We are able to support children by funding activities that they would not usually have access to (<i>Only 32% say they do something similar at home.</i>)</li> <li>• Children borrow items from the 'borrowing library'</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 there is 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. (half termly-snapshot)</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	<ol style="list-style-type: none"> <li>1. Maths groups</li> <li>2. Vocabulary groups</li> <li>3. Spelling tuition</li> <li>4. Grammar tuition</li> <li>5. Coaching</li> </ol> <p>2 days release for Deputy (+TA time)</p>	<ol style="list-style-type: none"> <li>1. Sutton Trust <i>Small group tuition</i> (+4 months). Higher ability children in small, focussed maths groups thrive in a culture of highly competitive, peer challenge.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Teachers had differing knowledge and levels of accountability for Pupil Premium children/spending allocation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observations. Data analysis. One page profiles. Headstart.</li> <li>2. Observations. Data analysis. One page profiles. Vocabulary tests for Accelerated Reader.</li> <li>3. Observations. Data analysis. One page profiles.</li> <li>4. Observations. Data analysis. One page profiles.</li> <li>5. Maths and English Teams reviewing progress. Appraisal. Pupil Progress meetings.</li> </ol>	Suzanne Ashpole	June
<b>Total Budgeted Cost</b>					£70 000
<b>ii. Other Approaches</b>					
<b>Desired</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will</b>

outcome		for this choice?	implemented well?		you review implement ation?
D,E	Clubs ( <i>After-school</i> Cookery x2, 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	Analysis of individual and group progress.	Jonathan Amies (+Maths Team)	July

		opportunities for access in school are 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/guitars	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>					£23 000
<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	One page profiles. Pupil perception questionnaires. Parent testimonials. Progress monitoring.	Amy Wright/Sarah Walker/Whil de	June

		replaces 1.5 days of Benjamin Foundation support. Amy is overwhelmed with referrals.		Neve	
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 immoveable 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					£34 000
6. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					



Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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

7. Additional detail