

Pupil premium strategy statement: 2019 - 20

1. Summary information					
School					
Academic Year	2019/20	Total PP budget	£138480	Date of most recent PP Review	October 2019
Total number of pupils	258	Number of pupils eligible for PP	84 (33%) 61 (24%) fsm	Date for next internal review of this strategy	January2020
31% of FSM pupils are also SEND 20% of FSM girls are also SEND 46% of FSM boys are also SEND (cohort of 26)			15% of not FSM pupils are also SEND 15% of not FSM girls are also SEND 14% of not FSM boys are also SEND		
29% of PP pupils are also SEND 20% of PP girls are also SEND 39% of PP boys are also SEND			15% of not PP are also SEND 15% of not PP girls are also SEND 14% of not PP boys are also SEND		
24 (9%) children are both PP and SEND (Compound Disadvantage) Maths 46% at expected standard Writing 13% at expected standard Reading 21% at expected standard So... 13% of compound disadvantaged children are at the expected level across reading, writing and maths combined					
2. Current attainment					
Attainment for: 2019-2020 Whole school		Pupils eligible for PP (your school)		Pupils not eligible for PP (your school)	
% achieving expected standard or above in reading		57% (5% gap between girls and boys) FSM: 49%		71% (4% gap between girls and boys)	
% achieving expected standard or above in writing		55% (17% gap between girls and boys) FSM: 53%		71% (11% gap between girls and boys)	
% achieving expected standard or above in maths		69% (3% gap between girls and boys) FSM: 71%		75% (12% gap between girls and boys)	

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.	Weak Cultural capital
B.	Disadvantaged children are already behind their peers (particularly FSM boys)
C.	Low confidence, weak self-esteem

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Experience of managing mental health issues (family and wider community)
E.	Reduced access to enrichment activities

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Writing should be more accurate and consistent. Children should feel confident that they can express themselves clearly in writing. They should become better able to emulate models they have seen. SLT will track the performance of children in each year group with a particular focus on FSM and compound disadvantage children.	<ul style="list-style-type: none"> • Halve the 20% gap between FSM and not PP children by June 2019 • Narrow the gap between boys and girls (currently 34%)
B.	Disadvantaged children are already behind their peers (particularly FSM) Measured by: biannual pupil progress meetings. Focus on Year 4 and Year 5. Children need to be carefully identified and feedback on progress reported regularly to SLT.	<ul style="list-style-type: none"> • Y4 - Current gap in Writing between PP and not PP is 33% • Y4 - Current gap in Reading between PP and not PP is 23% • Y5 - Current gap in Writing between PP and not PP is 13% • Y5 - Current gap in reading between PP and not PP is 16%

		Those gaps need to reduce at each test point. (Figures to be reviewed in November)
C.	Children have greater resilience because they have strategies to cope when things go badly. Their confidence will be increased. Measured by: Pupil interview/observations. One Page Profiles. Pupil Premium provision sheets.	<p>There will be an improvement between interview/observations results between September and June. The gap in behaviour levels will be reduced.</p> <p>October 2019</p> <ul style="list-style-type: none"> • Level 1 (2 disadvantaged : 3 others) • Level 2 (2 disadvantaged : 0 others) • Level 3 (3 disadvantaged : 0 others) • Level 4 (0 disadvantaged : 0 others)
D.	Attendance improves. Measured by: Regular reviews. Meetings with Parent Support Advisor.	<ul style="list-style-type: none"> • 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 94.1% 2016 17</i>) • Attendance gaps reduce and averages increase compared to 2017 18 • • Oct 2017 – all children 96.75%, PP 94.98%, FSM 94.69% • Feb 2018 - all children 95.88%, PP 94.98%, FSM 94.95% • June 2018 - all children 96%, PP 95%, FSM 95% • January 2019 – all children 96.9%, PP 96.6%, FSM 96.7% • October 2019 – all children 96.9%, PP 96.6%, FSM 96.7%

		<ul style="list-style-type: none"> January 2020 - all children 95.65%, PP 95.25%, FSM 94.96% 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>)
E.	<p>Increased access to enrichment activities. Measured by: Monitor number of PP children accessing clubs and activities. Provision sheets record activities.</p> <p><i>(Question: Why are fewer Disadvantaged children accessing clubs?)</i></p>	<ul style="list-style-type: none"> 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>) Children do activities that they would not usually have access to (<i>Only 32% say they do something similar at home.</i>) Children borrow items from the 'borrowing library' More children access opportunities than in 2017 18 <p>June 2018</p> <ul style="list-style-type: none"> 100% of Disadvantaged Y4 children went to How Hill for residential 93% of Disadvantaged Y6 children went to Hilltop for residential 29% of children in Year 6 who borrowed items were Disadvantaged 28% of children in Year 5 who borrowed items were Disadvantaged 45% of children in Year 4 who borrowed items were Disadvantaged (data from 2 terms) <p>January 2019</p> <ul style="list-style-type: none"> 100% of Disadvantaged Y4 children went to How Hill for residential

		<ul style="list-style-type: none"> • 100% of Disadvantaged Y6 children went to Hilltop for residential <p>January 2019</p> <ul style="list-style-type: none"> • 100% of Disadvantaged Y4 children went to How Hill for residential • 100% of Disadvantaged Y6 children went to Hilltop for residential • 97 children attend clubs other than Breakfast Club • 31% of Disadvantaged children access a club • 38% of Others access a club • 37% of children in Year 6 who borrowed items were Disadvantaged (50% of Disadvantaged children borrowed something) • 35% of children in Year 5 who borrowed items were Disadvantaged (41% of Disadvantaged children borrowed something) • 28% of children in Year 4 who borrowed items were Disadvantaged (however, Year 4 has the highest number of 'Borrowers' overall) (57% of Disadvantaged children borrowed something) <p>January 2020</p> <ul style="list-style-type: none"> • ** children attend clubs other than Breakfast Club • **% of Disadvantaged children access a club • **% of Others access a club • **% of children in Year 6 who borrowed items were Disadvantaged (**% of Disadvantaged children borrowed something) • **% of children in Year 5 who borrowed items were Disadvantaged (**% of Disadvantaged children borrowed something) • **% of children in Year 4 who borrowed items were Disadvantaged (however, Year 4 has the highest
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		number of 'Borrowers' overall) (**% of Disadvantaged children borrowed something)
F.		<ul style="list-style-type: none">

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?
A, B, C, D, E	<div>1. Phonics</div> <div>2. Behaviour support</div> <div>3. TA training</div> <div>4. Pupil Premium ‘champion’ – Pupil Premium One page Profiles</div> <div>Specialist Teacher (+TA time)</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>1. Specialist teacher organises groups. Regular screening ensures that intervention is timely and accurate.</div> <div>2. Record kept of Behaviour level intervention. (half yearly-snapshot)</div> <div>3. SLT carry out regular learning walks. All TAs have appraisals. Pupil Progress meetings.</div> <div>4. Provision map kept up to date. Data tracking and transparent reporting.</div>	Sarah Walker	<div>June</div> <div>RAG</div>

A, B	1. Maths groups 2. Writing groups 2 days release for Deputy (+TA time)	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. 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. 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. 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. 5. Teachers had differing knowledge and levels of accountability for Pupil Premium children/spending allocation.	1. Observations. Data analysis. One page profiles. Headstart. 2. Observations. Data analysis. One page profiles. Vocabulary tests for Accelerated Reader.	Suzanne Ashpole	June RAG
Total Budgeted Cost					£32 000
ii. 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?
D,E	Clubs (<i>After-school</i> Cookery x2, Arts and Crafts, G&T sports, Science, Breakfast Club, Homework), lending library	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	June 2020
E	Funding for a broad range of visits and visitors, including a residential visit in Y4 and Y6. (Additional clothing/footwear bought to support some Disadvantaged children with going on the visits)	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	June 2020
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,	Analysis of individual and group progress.	Jonathan Amies	June 2020

		remains an issue although 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. <i>Analysis of in-programme data and broader Reading data. NFER used termly. KS2 tests.</i>	Suzanne Ashpole (+ English Team) +Librarian	June 2020
D	Providing Taxis	Taxis (usually for a limited period) have provided consistent transport for children whose attendance has been a major barrier to learning.	<i>Attendance data. Outcomes from PSA meetings and Attendance Panels.</i>	Whil de Neve/Sarah Walker	June 2020
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)	<i>Monitoring attendance. We use pupil interviews to build the one page profiles that identify what instruments children would like to play.</i>	Whil de Neve/Sarah Walker	June 2020
C,D,E	Beach Schools	Behaviour is poorer from Disadvantaged children. Emotional regulation is lower. Access to the natural environment has been noted, often, to be less than other children.	<i>Ask the children if they are enjoying themselves –</i>	Amy Gill	June 2020
C,D,E	Art workshops	Children consistently say that Art is their favourite subject and we feel it has been squeezed a little from the curriculum. Inclusion is high in Arts workshops.	<i>Monitor the quality of output. Ask the children if they are enjoying themselves –</i>	Rosie Church	June 2020

Total Budgeted Cost					£64800
i. 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?
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 Foundation support. Amy is overwhelmed with referrals.	One page profiles. Pupil perception questionnaires.	Amy Wright/ Sarah Walker/ Whil de Neve	June 2020
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 2020
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. Sign off reports.	Whil de Neve/ Sarah Walker	June 2020
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	Governor scrutiny.	Whil de Neve/ Sarah Walker/	June 2020

		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).			
Total Budgeted Cost					£41617