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| 1. **Summary Information** | | | | | |
| **School** | Crowle Primary Academy | | | | |
| **Academic Year** | **2019-2020** | **Total PP Budget** | **£72300** | **Date of most recent PP review** | Trust PP review based on maths March 2018 |
| **Total number of pupils** | **245** | **Number of eligible PP pupils** | **47** | **Date for next external review of this strategy** | Spring Term 2019 |

**Pupil Premium Strategy Statement: Rose Learning Trust school**

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| 1. **Attainment (Based on Outcomes at Y6 )** | | | |
| *figures for pupils eligible for PP* | | *National figures for pupils not eligible for PP* | |
| **% achieving expectation in reading** | **80%** | **% achieving expectation in reading** | **80%** |
| **% achieving expectation in writing** | **90%** | **% achieving expectation in writing** | **83%** |
| **% achieving expectation in maths** | **70%** | **% achieving expectation in maths** | **86%** |
| **Progress measure in reading** | **0.34** | **Progress measure in reading** | **-0.59** |
| **Progress measure in writing** | **2.3** | **Progress measure in writing** | **0.44** |
| **Progress measure in maths** | **0.76** | **Progress measure in maths** | **-0.58** |
| **Attainment (Based on Outcomes at Y2)** | | | |
| *figures for pupils eligible for PP* | | *National figures for pupils not eligible for PP (2018)* | |
| **% achieving expectation in reading** | **44%** | **% achieving expectation in reading** | **61%** |
| **% achieving expectation in writing** | **33%** | **% achieving expectation in writing** | **55%** |
| **% achieving expectation in maths** | **22%** | **% achieving expectation in maths** | **59%** |

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| 1. **Barriers to future attainment for pupils eligible for PP (including more confident learners)** | |
| **In-school barriers** | |
|  | Some pupils may not working at an age related level and have conceptual gaps or misconceptions. |
|  | Children entering school with limited speech and language and/or vocabulary skills |
|  | In some cases, learning skills may need developing, eg organisation, commitment, resilience. |
| **External Barriers** |  |
|  | In some cases, consistent attendance and punctuality. |
|  | In some cases, access to resources, such as books, libraries and life experiences. |
|  | In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school. |

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| 1. **Planned Expenditure** |

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| 1. **Quality Teaching for All** |
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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| A | For PP children to attain ARE/ GD at the end of the academic year or ensure that when children are working below ARE they are catching up quickly. | Teacher to pupil ratio to be decreased in key year groups. | Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers  Smaller class sizes mean disadvantaged pupils can access more of teachers’ time with tightly focused direct teaching.  An Institute of Education research report, 2002 ‘Pupil Adult Ratio Differences’ concluded that teachers’ perception of stress is related to the number of pupils they teach. Smaller class sizes in year 3 therefore limit perceived stress and ensure our teachers are effective. | Headteacher/PP Lead | Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes at the end of the year at the end of key stage assessments.  FFT targets (which are aspirational for individual children) are achieved.  Monitoring is completed on a termly basis via individual children tracking. |

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| **A** | Pupils keep up not catch up. | Provision maps based on analysis of data show individual targeted support and are analysed for impact.  Same day intervention used across school.  Evidence of retrieval practice in teaching to allow gaps to be addressed. | Gaps identified in formative assessment allow for precisely targeted teaching to remedy these-  Small group tuition having an impact of +4 months (EEF)  Meta-Analysis of research by John Hattie breaks down quality teaching into:  Pupils having clear goals/objectives.  Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. | Assessment lead  HT  Phase leaders  All staff  Subject leads | Individual pupil progress tracking shows improvements.  End of KS data analysis shows gaps are closing/ have closed |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **A** | To use CPD to ensure teaching is of an excellent standard | To develop CPD for TAs and facilitate release time for TAs during the school day to ensure this is high quality.  Facilitate CPD sessions led by experts to improve the focus area of school DEP. | July 2016 DfE Standard for teachers’ professional development state that: Professional development must be prioritised by school leadership.  Education Inspection Framework overview of research Jan 2019 states  Essential to instructional leadership is professional development there is clear evidence that both equality and quantity of professional development are related to school effectiveness and improvement. | Headteacher  Subject leads  Phase leaders | Quality CPD is planned and delivered termly.  Monitoring shows that CPD is having a positive impact on TA practice.  TA competence and confidence improved. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **C** | To improve retention of learning for pupil premium children | Facilitate research time into retrieval and spaced practice/ implementation and impact.  CPD on retrieval and spaced practice.  Resources to support retrieval and spaced practice  Introduction of retrieval and spaced practice  within the classroom. | Regular practice ensures consolidation.  **Low stakes testing**  Donaghly 2014 -Low stakes testing shows improvements in retention but for this to be effective it needs to be revisited regularly over time.  Szpunars- The quizzes cut the mind wondering by half’  **Science of the brain CPD completed 2018-19**  Andrew Watson emphasises the cognitive benefits of quizzing students. | Headteacher  Subject leads  PP Lead | Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes at the end of key stage tests.  FFT targets (which are aspirational for individual children) are achieved.  Teachers understanding of retrieval and spaced practice  improves.  Observations show retrieval and spaced practice activities are used effectively in classrooms. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **A,B,C, F** | Reading attainment at the end of KS1 has improved and is at least in line with National. | Extra resources purchased to align individual readers closely with phonic phases.  Greater amount of individual reading takes place in school (teachers hearing children read more often).  Research into approaches to improve the teaching of reading fluency. | EEF improving literacy at KS1 states;  Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.  It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in  their reading. | KS1 lead  Headteacher  SLT | Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes in reading at the end of KS1.  Monitoring shows that reading fluency is improving.  Children are heard more often by an adult in school. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **A** | Further embed the use of and quality of teaching in maths mastery to ensure PP children are working at ARE+ or are catching up quickly. | Engage with maths mastery training and programme.  Continue to use maths mastery resources to support teaching and learning. | “In mathematics you know you’ve mastered something when you can apply it to a totally new problem in an unfamiliar situation.” Dr Helen Drury  *Case studies on* [*https://www.mathematicsmastery.org/impact-school-case-studies-primary?c=5d8f70a02f461*](https://www.mathematicsmastery.org/impact-school-case-studies-primary?c=5d8f70a02f461) *demonstrate the positive impact the programme has had on primary schools.* | Maths lead | Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes in maths. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **A** | Raise the profile of writing across school.  Improve the % of children working at ARE+ or enable children to catch up quickly. | Invest in quality CPD for writing (Jason Wade).  Develop use of writing portfolios and draft books. | Editing stations trial in Summer term 2019 showed that they had a positive impact on all children.  *EEF metacognition toolkit suggests that teachers should, ‘Explicitly teach pupils metacognitive strategies, including how* *to plan, monitor, and evaluate their learning’* | English lead | Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes in writing. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **B,E** | School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning focusing on key concepts and vocabulary in each area of learning. | Research into curriculum development.  Review of whole school curriculum.  Ensure clear intent and implementation for each subject area across school.  CPD to develop key concepts and vocabulary for each area in each phase.  Purchase of ICT curriculum resources to support good teaching and learning in this area. | Ofsted Requirement:  The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.  *The academy has used research from the OFSTED research document and ‘The Curriculum Gallimaufry to coherence’ Mary Myatt to support curriculum thinking and review.* | Headteacher  Subject leads  ICT curriculum lead | Each area of the curriculum has clear intent and implementation statements.  Key concepts and vocabulary clear for each area of learning.  Monitoring of planning shows that children have access to an engaging, broad and varied curriculum. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **F, C** | Children and families are more engaged with home learning.  Independent learning skills are developed.  Gaps are closing for pupil premium children. They are catching up. | Review current homework procedure and policy.  Carry out pupil and parent voice surveys about homework.  Create new policy and procedures for homework | After trialling the maths homework in years 3 and 4 teachers felt that it had a positive impact on confidence and enabled parents to understand what is being taught in class  **Research into homework**  The Sutton Trust states that homework in primary aged children has not proved to be very beneficial. Homework is most beneficial in secondary if the teachers focus carefully on what the homework is. Homework is best used for short focussed intervention**.**  *This mean that the academy must carefully consider what homework it sets the pupils and continually assess this for impact.* | Deputy Head teacher | Monitoring shows that more PP children are completing homework.  Parent voice surveys/ groups show that parents are more engaged with homework.  Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes at the end of the year. |
| **Budgeted cost i** | | | | | **£14,136.69** |

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| **ii Targeted support** |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **D** | To improve the attendance of disadvantaged pupils. | Attendance officer to track attendance on a weekly basis of key children, address with families and report findings to HT.  Ensure reward system is high profile across the school and discussed every week in assembly with end of term rewards.  School to follow attendance policy and work with Educational Welfare Officer to robustly address difficult cases. | Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.  By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre- empt possible attendance issues. | Attendance officer  Headteacher | Tracking of termly findings/trends show improvements in attendance of identified children.  Monitoring shows that reward systems in place are having a positive impact on attendance.  Records show engagement/actions of Educational Welfare Officer and impact. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **C,E** | For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn. | IM to continue to liaise with families.  IM to continue to engage with outside agencies to support pupils/families.  Completion of the mental health award ensuring that the mental health of families and children is prioritised across school.  Participate in the Care2Learn project.  To introduce staff to the Reach to Teach App | Out of 7 *early help meetings, 4 were a pupil premium children*  To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.  Research (and common sense) tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement. | Mental health lead  Learning mentor  Headteacher  PP Lead | Actions recorded on CPOMS show timely and appropriate support for children and families.  Regular vulnerable children meetings document support for children and families and monitor impact/ access next steps.  Mental health award achieved.  Care2Learn bronze award started. |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **A** | To develop strong pupil/ teacher relationships with a focus on LAC | LAC children to have a champion to encourage and support them with learning and emotionally. | 2008, the National Foundation for  Educational Research & TDA, found that, ‘a  culture of mentoring and coaching will, over  time, have an impact on young people and  their learning.’ | Phase leaders  Teachers  LAC Lead | Children are becoming increasingly independent and resilient learners. |

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| **Budgeted cost ii** | **£52,552.97** |

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| **iii Other Approaches (Enrichment & Experiences)** |

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| **Barrier (A,B,C, D,E,F)** | **Desired outcome** | **Chosen approach/approaches** | **Evidence & Rationale** | **Staff lead** | **Milestone indicators** |
| **E** | Children and parents have improved aspirations leading to better attitudes to learning and outcomes. | Work by DHT on raising aspirations with a focus on PP children | *EEF research says ‘By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.’*  *The EEF points out that interventions on raising aspirations alone will not raise academic achievement so at CPA we believe that this work alongside the work on improving skills and knowledge through a more coherent curriculum will allow children to have the aspirations and the academic achievements to be able to achieve them.* | Deputy Headteacher | Monitoring shows that all PP children are accessing out of school experiences.  Aspirations tracking shows children have a broader knowledge of potential careers and are aspiring to these careers. |

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| **Budgeted cost iii** | **£6,724.80** |

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| **Total budgeted cost** | **£73,414.46** |

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| Evaluation of impact 2019-20 |
| Data unavailable due to COVID-19 pandemic   * Provision mapping aligned to need, continuously reviewed * Tracking of children completed on an individual basis up until partial school closure * Additional academic and pastoral support given to targeted children during partial school closure ensuring children more ready to return to full time education * Whole school curriculum developed to ensure knowledge and skills are revisited and vocabulary development is championed * Cognitive science approaches to teaching and learning enabled children to know and remember more * Knowledge organisers developed and shared with stakeholders to ensure all have a sound understanding of what is being learnt * CPD planned and delivered to all staff throughout the academic year (including through lockdown) * Curriculum leads accessed subject specific professional development enabling the curriculum to be well planned and staff to be supported in the delivery * CPD on retrieval and spaced learning ensured that remote learning plans contained these approaches * Trust enquiry into how children and using retrieval and spaced learning in the classroom showed how it was beginning to impact on PP children. * RWI training completed ready to implement next academic year * Reading fluency started to show impact in KS1, will be continued next academic year * Trust disadvantaged review showed impact of rainbow writing particularly for boys and disadvantaged children * Attendance monitored termly. Attendance of PP children in line with all children, improved from Autumn to Spring * Anxiety forums set up by Inclusion mentor * Lunchtime nurture club in place and identified children invited * 50% of the LAC children have improved their behaviour remarkably after individual plans put in place. |