

# CROMFORD CE PRIMARY SCHOOL Pupil premium strategy statement 2018/19

1. Summary information					
School	Cromford CE Primary School				
Academic Year	2018/19	Total PP budget	£26700	Date of most recent PP Review	10/5/18
Total number of pupils	76	Number of pupils eligible for PP	22	Date for next internal review of this strategy	25/10/18

2. Current attainment		
	<i>Pupils eligible for PP (3 pupils eligible)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils who achieved the Expected Standard or above - Reading	33%	71%
% of pupils who achieved the Expected Standard or above - Writing	33%	n/a
% of pupils who achieved the Expected Standard or above - Maths	33%	75
% of pupils who achieved the Expected Standard or above – R/W/M	33%	67%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills are poor for some of our PP pupils. This impacts across all areas of the Curriculum
B.	Attainment and achievement of PP pupils across school is lower than that of Non PP pupils in some cohorts and this can impact significantly on whole school data – School recognises there are some in school variances and that there can be a gap between PP and Others against in school data and national data.

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>C.</b>	Mobility of pupils has become more prevalent in recent years with only 2 of the year 6 pupils starting Cormford in reception class leading to loss of progress due to the settling in process.	
<b>D.</b>	Across school there are some identified PP pupils who have social, emotional and behavioural needs which impact directly on their learning and outcomes	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	End of year expectations are improved and the vast majority of pupils are working at age related expectations and at least good progress has been secured from their starting points	Pupils in receipt of pupil premium to make progress, in line with or exceeding their ability peers
<b>B.</b>	Embedded assessment will ensure accurate feedback from teachers to move pupils learning on and provide next steps	Evidence in pupils' books show feedback has been acted upon to improve work
<b>C.</b>	Ensure that pupil premium pupils joining school 'in year' will be closely monitored to ensure their particular needs are met as soon as possible.	Pupils joining 'in year' are able to maintain similar progress to their peers
<b>D.</b>	Develop emotional intelligence for identified pupils	Pupils are aware of their emotions and how it affects their learning

<b>5. Planned expenditure</b>
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Academic year	2017/18				
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?
Raise rate of progress	Provide TA support to increase the number of adults available to PP children	Due to the nature of the mixed age class and the distribution of the PP children this means that the class teachers have the opportunity to focus on specific groups	Monitoring of learning including pupil voice and book evidence Tracking of pupil progress	LF	Termly pupil progress monitoring
Total budgeted cost					£16500
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?
Early intervention	TAs to run catch up/intervention programmes	Carefully evaluated and targeted programmes for less able PP children Reduction in group size for less able children increasing amount of pupil/teacher interaction	Evidence in pupils books and observations of programme delivery	LF/EM	Termly
	Purchase of appropriate resources	1:1 intervention has shown to be effective for improve progress	As above	LF/EM	Termly

<b>Total budgeted cost</b>					£9200
<b>iii. 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 implementation?</b>
Enable vulnerable children to take part in the full curriculum, including inspirational visits, brass and singing lessons	Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips, etc	This enable all children to be able to access the curriculum fully	Discussions with staff involved Evidence by witnessing children becoming more motivated and enthusiastic learners	LF	Termly
<b>Total budgeted cost</b>					<b>£1000</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
Raise rate of progress	Provide TA support to increase the number of adults available to PP children	The majority of PP children made the same or better progress than non-PP children	Progress was good although attainment still continues to need further work  This approach will continue	£15060

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
Early intervention	<p>TAs to run catch up/intervention programmes</p> <p>Purchase of appropriate resources</p>	The majority of PP children made the same or better progress than non-PP children	<p>Regular 1:1 intervention has had a positive impact on both academic progress and confidence building</p> <p>Booster lessons for Y6 pupils particularly effective especially in reading and all pupils made good progress</p> <p>This approach will continue</p>	£8000
iii. Other approaches				
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
Enable vulnerable children to take part in the full curriculum, including inspirational visits, brass and singing lessons	Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips, etc	Enrichment activities have given PP children increased emotional stability and confidence including greater self-belief	<p>For a child to develop academically, emotional need to be met.</p> <p>This approach will continue</p>	£1000

## 7. Additional detail

As a small school of 76 pupils, there are a considerable number of PP children (we have 29% compared to national level of 25.2%). This leads to the need for the school to have a continued targeted approach to our PP children to ensure that they make the same or better progress than that of their peers. As a school we are proud of the fact that attendance continues to improve year on year and during 2017/18, PP pupils had the same average attendance as non-PP pupils.