

Crow Orchard Primary School Pupil Premium Strategy

1. Summary information

School	Crow Orchard Primary school				
Academic Year	2017-18	Total PP budget	£83,640	Date of most recent PP Review	09/17
Total number of pupils	160	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Sept 2018

2. Current attainment

Attainment for: 2016-2017 (12 pupils) (3 who are SEN)	<i>Pupils eligible for PP at Crow Orchard Primary (difference between DAPs and Nons in school)</i>	<i>Pupils not eligible for PP at Crow Orchard Primary</i>	<i>National other Average Scaled Scores (Difference between our DAPs and national)</i>
Standardised scores in reading at KS2 (100 is the expected level)	106 (+3.6)	102.4	104.1 (+1.9)
Standardised scores in writing at KS2	83.3% EXP+ (-6.7%)	90%	76% (+7.3%)
Standardised scores in maths at KS2 (100 is the expected level)	103.9 (-1.4)	105.3	104.2 (-0.3)
Standardised scores in grammar at KS2 (100 is the expected level)	105.3 (-0.2)	105.5	107 (-1.7)
Standardised scores in RWM combined at KS2	66.6% (-3.4%)	70%	61% (+5.6%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

It is important to note that these barriers only apply to groups or individual DAPs and not all of our DAPs. Similar barriers are evident for some of our NON DAPs also

In-school barriers

A.	All children to benefit from PP funding and not those just behind ARE in core subjects.
B.	SEN&D – A rather large number of our DAPs are on our SEN&D register and have specific learning and memory and retention needs
C.	Growth Mindset – aspirations, self-belief and confidence issues amongst some of our DAPs. within the group of pupils eligible for PP funding there is a significant need for some of these children to raise their own beliefs in their potential and in turn have higher expectations and future goals for themselves.
D.	Independence Skills – met-cognition and self-regulation
E.	Behaviour and motivation to learn and engage, easily distracted, issues with some of our DAPs

F.	Self-esteem issues, aspirations, social and emotional needs, low goals and confidence across some of our DAPs and their families
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External barriers (*issues which also require action outside school, such as low attendance rates*)

G.	Rather significant attendance and punctuality issues for some of our DAPs.
H.	Limited support at home with home learning for some of our DAPs. Parental maths and English skills and understanding can be rather low, particularly with regard to the new curriculum and the raised expectations at the end of Year 6.
I.	Poverty and low income for some of our DAPs
J.	Behaviour at home and family relationships. Within those eligible for funding a few of our families report the challenges they face at home in managing the behaviour of their children. Often these families will call upon the support of our Learning mentor. Issues such as lack of sleep, defiant behaviours regarding home learning, increased negative attitude are noted across some of our DAPs.
K.	Poor attendance and punctuality for some of our DAPs
L.	Life experiences outside of school are particularly limited for some of our DAPs.
M.	Some children face particular issues and challenges at home with some being CIN, LAC or family breakdown for some of our DAPs

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Barriers to be addressed</i>
1.	Ensure all children on pupil premium children are receiving intervention. NOT just those behind ARE. Teachers should be using resources which can benefit all PP children. Plus to challenge AGT in particular with maths.	Children who are AGT in maths will make required progress. All children on PP will receive some form of intervention. PP funding will be used to benefit foundation subjects.	A , F, L

2.	<p>Growth mindset will improve. Children are ready to learn, engaged and have a positive attitude to learning.</p> <p>Measured by – pupil voice, pupil interviews, feedback from teaching staff, classroom observations, monitoring.</p>	<p>Children attend breakfast club and arrive to class ready for their learning. Children are supported regularly by a TA. Conversations with children reveal their increased enthusiasm for learning and resilience to failure. Work scrutiny reveals pride in their work.</p>	C, D, E, F
3.	<p>Children make expected or better than expected progress through the use of high quality intervention. Measured by – data results collated termly. Pupil progress reports.</p>	<p>Children make progress in line or above their peers nationally, from their starting points. During monitoring of attainment and progress for termly pupil progress meetings DAPs will be achieving in line or above our Non DAPs.</p>	A, C,D,E,H
4.	<p>DAPs continue to diminish the difference in reading, writing, grammar and maths. Measured by – data results collated termly. Pupil progress reports</p>	<p>DAPs performance in reading will show a marked improvement. DAPs will continue to perform in line or above Nons in writing. DAPs will continue to diminish the difference in maths and grammar.</p>	A, C,D,E,H

5.	<p>DAPs become more independent learners and have higher aspirations and belief in themselves.</p>	<p>DAPs will show evidence of a growth mindset. Children will have high expectations of themselves. Children will set themselves targets and work hard to meet these. DAPs will be able to discuss the importance of learning and their role in this to make progress.</p>	C,D,E,F,H,J,L,M
6.	<p>The confidence in DAPs will improve, evidenced by increased contributions to whole class, group and paired work. Pupil voice feedback will reflect this increased confidence.</p>	<p>Progress and attainment of DAPs by the end of KS2, compares favourably with Nons in school and nationally. More able DAPs will be identified, supported and challenged using achievable steps and next step challenges.</p>	C,D,E,F,H,J,L
7.	<p>DAPs present to school on time, ready to learn with a positive attitude.</p>	<p>DAPs will arrive for school on time. DAPs will have 95%+ attendance records DAPs with significant attendance and punctuality issues will be followed up daily and with support of outside agencies where necessary.</p>	K, M
8.	<p>Evidence of home learning will be clear and homework completed on time with good weekly test scores.</p>	<p>Weekly test scores in spellings and tables will be good. Homework completed on time. Home learning will be evident in class work. Regular home reading will be evident within reading records.</p>	D,H,J, M

9.	Parental engagement with school life will improve.	Parents will attend parents evening. Parents will complete all necessary funding forms. Parents will engage more readily with school through face to face contact, telephone calls, social media, SeeSaw etc. Parents will take an active interest in the learning and progress of their child/children. Parents will contact school regarding issues as soon as required.	H, J, O
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5. Planned expenditure

Academic year	2017-18
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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

Chosen action / approach	Cost (£)	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How will the impact be measured?	Staff lead/ monitor	When will you review implementation?
TA 3 Employed to cover teach.	8,600	TA level 3 to cover teach all classes for at least one morning or afternoon per week. This enables class teachers to deliver intervention for children in their class.	Class teachers will be able to provide higher quality intervention which will be targeted and specific to the pupil's needs. Reduces issues with behaviour management and removes need for feedback and briefing.	Intervention files Target Tracker Feedback from TA L3 and teaching staff	PS	09/18
Teaching Assistants	5,000	Train current TAs so they are able to deliver a better quality of intervention to help bridge the gaps.	TAs often will deliver intervention to children and they need to be secure and confident in the subject matter they are teaching. They also need to be kept up to date with any curriculum changes and	Appraisals with the DH Feedback to teachers	DH	09/18

			shown any new teaching methods.			
Staff CPD	2,000	All staff to attend regular training which enables them to perform at the best of their ability. Provided by school, SHARES and/or LA.	Ensure staff are teaching to their best and are up to date with new teaching methods, curriculum and methods of assessment.	Feedback from staff Appraisals	HT	09/19
Total budgeted cost						£15,600

ii. Targeted support						
Chosen action /	Cost	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How will the impact be measured?	Staff lead/monitor	When will you review implementation?
School governors- maths assessment	500	Using Sandwell maths an ex head-teacher/governor will assess children and identify gaps in their learning.	Identifying gaps to inform planning for these children and help bridge the gap for non-DAP children.	Target Tracker Teacher feedback	HT	09/18
1:1 tuition	1,600	Using a learning mentor to deliver tutoring to a child in year four who needs additional support.	Help the needs of a pupil who is behind ARE and doesn't respond to intervention in group situations.	Report to learning mentor Class teacher feedback Target Tracker	HT	09/18
Out of hours school care	1,500	Subsidising ASC to provide discounted rates for families with FSM children. Offering free places on themed nights.	Child more likely to have higher self-esteem due to stability in their routine. More chance of completing homework.	Monitor the amount of children attending ASC. Discussions with staff who run ASC (PC, DB)	PS	09/18

Equipment/ resources (inc. IDS Learning tool and headphones)	2,500	Enable PP to have access to quality resources which will help them narrow the gap between them and non- DAP pupils	Help homework become more accessible. Help children with dyslexia. Help with memory and independency.	Target tracker Pupil Voice	PS	09/18
Counselling services	10,000	Using DH provide targeted support to families. Through weekly liaisons and in conjunction with the work of the learning mentor.	Help parents and families become more connected and overcome issues they may be experiencing. Thus help with the self-esteem of the children and their support network.	Pupil Voice	LM	09/18
Total budgeted cost						£16,100

iii. Other approaches						
Chosen action / approach	Cost	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How will the impact be measured?	Staff lead/ monitor	When will you review implementation?
Target Tracker	1,350	Continued use of target tracker to focus learning and planning to meet children's specific needs. Use it to monitor groups, in particular DAP.	Effect use of assessment tool to focus teaching and consistency of assessment.	Target Tracker Teacher Feedback	HT	09/18
Learning Mentor	10,000 Salary 1,500 Resources	Vulnerable children will receive pastoral help to help with their growth mind set and self-esteem.	Providing the children with someone outside of the classroom to talk to and help resolve difficulties with helps the child's learning.	Learning Mentor Appraisals	HT	09/18

Enrichment activities	2,500	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	Proving experiences for children which become memorable and useful teaching tools.	Teacher Feedback Pupil Voice	HT	09/18
Educational Visits	1,600	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	Proving experiences for children which become memorable and useful teaching tools.	Teacher Feedback Pupil Voice	HT	09/18
End of year class trips	1,600	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	Proving experiences for children which become memorable and useful teaching tools.	Teacher Feedback Pupil Voice	HT	09/18
FSM places in breakfast club	5,000	Offer all PP children a free place in Breakfast Club to help improve their attendance and likelihood to be ready to start the school day.	Stability of routine and a good breakfast help children start the day calmer and more ready for learning.	Monitor the amount of children attending BC. Discussions with staff who run BC (SM, SA)	PS	09/18
After School Enrichment Clubs	1,000	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	Proving experiences for children which become memorable and useful teaching tools.	Pupil Voice	PS	09/18

Spare PE Kit	800	Allow all children to access PE sessions; especially for the children whose parents forget to wash or provide a kit.	Children who miss out on PE can feel low self-esteem; be a victim of bullying. Missing out on exercise isn't good for endorphin release.	Pupil Voice Teacher Feedback	EB	09/18
Buildings and Grounds	2,000	Ensure our PP children have access to quality resources during lunchtimes to improve their social skills.	Promote team games and learning to collaborate, socialise and share helps improve self-esteem and relationships.	Pupil Voice Teacher Feedback	HT	09/18
Music Tuition	2,000	Give pupils the opportunity to learn to play a musical instrument and have access to high quality music tuition.	Access to other subjects gives chance to discover new skills and provide children with aspirations.	Pupil Voice Teacher Feedback	HT	09/18
SHARES	4,000	Provide high quality provision in the form of training, activities, holiday clubs, parent child clubs, after school clubs, CPD, forums and more.	Impacts on children and staff.	Pupil Voice Teacher Feedback Target Tracker Appraisals	HT	09/18
AGT Event Edge Hill	500	Provide children with AGT to access range of subjects delivered by high quality tutors.	Give children aspirations and chance to try out subjects at a level not previously taught.	Pupil Voice Teacher Feedback	PS	09/18
Total budgeted cost						£33,850

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Chosen action/approach	Desired outcome	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
TA 3 Employed to cover teach.	TA level 3 to cover teach all classes for at least one morning or afternoon per week. This enables class teachers to deliver intervention for children in their class.	SC has been met. Children have received targeted intervention from the class teacher and have made progress according to the target tracker. Feedback from teachers is positive. Non DAP children have been impacted and also children who are AGT.	Approach will be continued next year. Possible that work left for TA3 isn't just RE and Spanish and give her more of a range of subjects to teach. Also could she be used to teach one of core lessons too?	8,600
Teaching Assistants	Train current TAs so they are able to deliver a better quality of intervention to help bridge the gaps.	TAs have been trained so they are confident in delivering the new curriculum and have better access to the curriculum for multiple year groups.	Continue the training into next year according to any curriculum changes and CPD.	5,000
Staff CPD	All staff to attend regular training which enables them to perform at the best of their ability. Provided by school, SHARES and/or LA.	Staff have attended training which assists their ability to deliver the curriculum and form new methods of assessment.	Staff will continue to attend training during INSET days and organised through SHARES. They will also go to year group meetings which will sometimes have trainers brought in to deliver material.	2,000

ii. Targeted support				
Chosen action/approach	Desired outcome	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
School governors-maths assessment	Using Sandwell maths an ex head-teacher/governor will assess children and identify gaps in their learning.	Ex head has managed to deliver high level intervention to targeted children and help bridge the gaps in their learning.	Continue to bring additional help in to help the children in areas of weakness.	500
1:1 tuition	Using a learning mentor to deliver to deliver tutoring to a child in year four who needs additional support.	The learning mentor has been able to help this individual bridge the gap in their learning whilst also contribute to improving their emotional needs.	Will continue to use the learning mentor to help this child but also for any other children who create a similar barrier to their learning.	1,600
Out of hours school care	Subsidising ASC to provide discounted rates for families with FSM children. Offering free places on themed nights.	Children have been taking advantage of this subside and using ASC and attending the theme nights.	DAP children will continue to receive a subside for ASC and themed nights to encourage them to attend.	1,500
Counselling services	Using DH provide targeted support to families. Through weekly liaisons and in conjunction with the work of the learning mentor.	The use of DH has impacted the families of DAP children helping them emotionally and assisting with their access to the children's education.	The counselling service will continue to be provided for the children and their families.	10,000
iii. Other approaches				
Chosen action/approach	Desired outcome	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

Target Tracker	Continued use of target tracker to focus learning and planning to meet children's specific needs. Use it to monitor groups, in particular DAP.	The target tracker has been successfully used to assess the children and inform planning.	Use of the target tracker will continue to be used and updated.	1,350
Learning Mentor	Vulnerable children will receive pastoral help to help with their growth mind set and self-esteem.	The employment of a learning mentor has helped all the children in the school with their emotional needs and helped resolve behavioural issues.	The learning mentor will continue their employment next year.	10,000 Salary 1,500 Resources
Enrichment activities	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	The use of enrichment days has helped inspire the children's work and also raised self-esteem for all the children.	Enrichment activities will continue to be provided for all the children in the school.	2,500
Educational Visits	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	The children have enjoyed taking part in numerous educational visits which have given them a unique learning environment.	Educational visits will continue to be funded for next year as they benefit all the children in the school.	1,600
End of year class trips	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	The children have enjoyed taking part in numerous class trips which have given them a unique learning environment.	Class trips will continue to be funded for next year as they benefit all the children in the school.	1,600
FSM places in breakfast club	Offer all PP children a free place in Breakfast Club to help improve their attendance and likelihood to be ready to start the school day.	By providing the children with free places in the breakfast club they have been able to get ready for the school day easier.	We will continue to provide free place at breakfast club for DAP children.	5,000
After School Enrichment Clubs	Provide children with activities which they wouldn't normally be exposed to. Help enrich their lives, provide them with stimuli.	Lots of DAP children took advantage of after school clubs and holiday clubs which enriched their lives.	After school clubs and holiday clubs will continue to be provided for DAP and non-DAP children.	1,000
Music Tuition	Give pupils the opportunity to learn to play a musical instrument and have access to high quality music tuition.	The use of a music tutor has helped the children in year four understand and enjoy music and given the opportunity to learn how to play an instrument.	A music tutor will continue to be brought in next year, although the choice of instrument may change subject to feedback from EB.	2,000

SHARES	Provide high quality provision in the form of training, activities, holiday clubs, parent child clubs, after school clubs, CPD, forums and more.	The use of SHARES has positively impacted the school body in various ways but most notably through the use of external coaches being brought in to teach PE.	The school will continue to be part of the SHARES scheme and take advantage of all it has to offer.	4,000
AGT Event Edge Hill	Provide children with AGT to access range of subjects delivered by high quality tutors.	The PP children enjoyed an enrichment day at Edge Hill University and benefited from the experience it provided.	After the success of the trip last year the children of year four and five will be invited to Edge Hill again for a day trip.	500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
n/a