

Pupil premium strategy statement Cantrell Primary School 2019 -2020

The Pupil Premium: *Using it to make a difference at Cantrell Primary School 2019 -2020*

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Rationale

Cantrell Primary School is determined to ensure that all children achieve their full potential and receive the highest standards of teaching and learning through Quality First Teaching (QFT). Additionally, focused support and pastoral care outside of QFT is provided for children who require it to eliminate barriers to learning. The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care.

All matters relating to the Pupil Premium are reported back to the Governors sub-committees termly, ensuring that the school is held to account for the impact of spending. Ensuring all staff take responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

1. Summary information				
School	Cantrell Primary School			
Academic Year	2018-2019	Total PP budget	£202,180	Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	48%	60%
% making progress in reading	57%	79%
% making progress in writing	56%	72%
% making progress in maths	58%	66%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Foundation Stage scores of 2+ - Reading 58% Writing 58% Number 48% Shape Space Measures 67%.All groups. Raise attainment for pupil premium children in year 1 for Reading Writing and Maths.
B.	Raise attainment in writing in year 2, and 6 so that PP children close the gap to the expected standard.
C.	To continue providing interventions in Reading and Writing to close the attainment gap between pupil premium children and non-pupil premium children. Years 3-6.
D.	Specific Priority Pupil Premium Target for Year 5 - 2018 – 2019. To continue providing interventions in Reading Writing and Maths to close the attainment gap between pupil premium children and non-pupil premium children. (10% increase in pupil premium attainment).

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

D.	To sustain attendance rates for pupils eligible for PP are in line with other groups, and above the National expected attendance rate. Sustained school hours will enable them to access learning and raise standards in reading and writing.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between disadvantaged and non-disadvantaged pupils is closed in reading writing and maths.	Pupils eligible for PP in F2 classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
B.	The gap between pupil premium and non-pupil premium reading in years 1-5 is closed.	This is a key school priority for this year. The quality of teaching, learning and assessment is at least good. Some is outstanding. End of key stage results are in line with national data. Guided reading sessions are effective in raising standards in comprehension. Teachers use secure subject knowledge to plan learning that sustains pupils' interest and challenges thinking.
C.	The gap between pupil premium and non-pupil premium writing in years 1-5 is closed.	The quality of teaching, learning and assessment is at least good. Some is outstanding. The gap with national data is narrowed. Standards at the end of each key stage are broadly average. External and internal moderation and agreement trialling is accurate and impacts progress. Pupils work with positive attitudes and they apply this to make strong progress.
D.	To close the gap for pupil premium children in year 6 to attain the highest levels in reading, writing and maths in order to bring results in line to National.	<ol style="list-style-type: none"> 1) Daily reading 2) Teach specific words every week 3) Teachers model writing regularly and model using ambitious new vocabulary. 4) Brainstorm and collect words at every opportunity 5) Adults model appropriate, accurate, articulate and eloquent language. 6) Cross curricular vocabulary

5. Planned expenditure

Academic year

2019 - 2020

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?
Disadvantaged pupils do as well as non - disadvantaged pupils in each year group. Pupils achieve at least expected progress and achieve ARE (age related expectations) in reading, writing and maths.	Maintain consistent Good teaching and sustain how this impacts on progress over time. Consistent and regular use of challenge and R work	Using our whole school tracking system. To improve attainment and ensure rapid, consistent and sustained progress for those not reaching age related expectations. Same day intervention Intervention strategies	Tracking and analysis of achievement data Pupil progress meetings. On-going assessment and assessment week Work analysis. Pupil interviews. Classroom Obs.	SLT Management Team	December 2019 March 2020 June 2020
TA targeted interventions close the gap in years 1-5	Training for TAs	Use TAs to support pupils identified from AfL e.g. consolidation. Focus on high quality teaching- effective differentiation in starter & main activity. SMART interventions	PM targets of TA's Whole school data Pupil books – pupil /staff comments Impact of interventions – Pupil progress meetings	SLT Management Team	December 2019 March 2020 June 2020
Total budgeted cost					
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?
To provide small group reading/writing tuition including booster.	school booster sessions with targeted pupils and intervention groups	Pupils identified on tracking system as needing challenge or pupils that are underperforming and need accelerated progress.	Tracking performance data for Reading and writing will be analysed at Pupil progress meetings.	CL	Regular review by CL.
To improve the % of pupils who enjoy reading and are at ARE.	SWITCH on - Daily reading	If children can read effectively at the end of Primary we are giving them an important life skill. Reading also enables them to access other curriculum areas like maths.	Tracking performance data for reading will be analysed at Pupil progress meetings.	JWH	Regular review by JWH.
To improve the % of pupil premium children's attainment by using a broad range of interventions.	Specific interventions for pupil premium children.	A varied range of intervention strategies are available and phase groups will regularly review data and interventions being delivered.	Regular phase group reviews. Pupil progress meetings	All staff	Each half term
Total budgeted cost					
iii. 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?
Disadvantaged pupil's attendance and punctuality is at least the same as non-disadvantaged pupils.	Breakfast club to targeted families to improve attendance & punctuality-	Data shows that excellent attendance & punctuality leads to increased pupil progress and higher attainment. Research also shows that pupil performance is enhanced if they have eaten a healthy breakfast in the morning. Evidence shows that parents are more	identify pupils/parents with low attendance & poor punctuality	HJ EWO and DW	On-going work.

Improve attendance of Persistent Absence 2017-18 disadvantaged group.		mindful about the messages of excellent attendance and punctuality if a member of staff directly communicates with them.			
Improved life experiences through engagement in educational visits & extra- curricular activities	Pupil Premium children pay half the price for residential visits.	Such visits enhance their learning. Raising self – esteem, levels of independence, confidence and social & cooperation skills.	No pupil premium child unable to attend a school visit	Office Staff RSU	Visit by visit.
Total budgeted cost					£200 000

Period: 30/08/2019 AM to 04/10/2019 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	180	94.50	3.19	2.31	1.59	0.06
Not Pupil Premium	311	96.72	2.36	0.91	0.94	0.00