

PUPIL PREMIUM STRATEGY FOR THE CRAYLANDS SCHOOL 2017-18

The Pupil Premium is an amount of money the government allocates to each school to support children, who may be vulnerable to under achievement, to reach their full potential. It is particularly aimed at pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

1. Context and overview

School		The Craylands School			
Academic Year	2017-18	Total for PP grant current financial year	£59,400	Date of most recent internal PP strategy review	July 2017
Total number of pupils on roll	265	Number of pupils eligible for PP	48	Date for next internal review of this strategy	July 2018

2. Mission Statement and vision for disadvantaged pupils within the school:

Our school vision statement is ‘happy together, safe together, learning together.....where all members of the Craylearning community feel happy and safe to take risks in their learning, learn from their mistakes and develop the skills to prepare them for their future, as lifelong learners. The targeted and strategic use of the Pupil Premium will support us in achieving this vision; for all pupils to reach their full potential, both academically and socially irrespective of family income.

At Craylands School, we are committed to meeting the pastoral, social and academic needs of all children. We believe passionately that no child should be denied the opportunity to succeed due to their financial starting point in life. Pupils’ differences are recognised and celebrated; all children are valued as full members of the school community and supported to develop into confident and independent learners and citizens.

While quality first teaching lies at the heart of provision for disadvantaged pupils, as a school we are determined that Pupil Premium funding has maximum impact and enables each and every pupil to develop the necessary life skills, resilience and well-being to prepare them for the future.

3. Barriers to future attainment. *Whilst the needs of all PP children will be established in order to provide the highest quality teaching and learning, some common barriers have been identified:*

A.	Speaking, listening and understanding skills in EYFS and KS1 are low for some pupils eligible for PP. This slows reading and writing progress in subsequent years and impinges their ability to build effective relationships with their peers.
B.	High ability children eligible for PP are not provided with sufficient challenge to enable them to make accelerated progress and work at GDS.
C.	Well-being issues, lack of resilience and low aspirations are having detrimental effects on the academic progress of PP children. Children's progress is slow as they are reluctant to have a go or make mistakes.
D.	The attainment gap for reading between PP children and their peers is significant in all year groups.
E.	Limited life and cultural experiences for some of our PP children restricts their understanding in some curriculum areas.
F.	Lack of parental involvement due to their own negative experiences, which has given them a poor perception of education.
G.	The attainment gap between PP children and their peers is significant in all year groups, across all subjects.
H.	Attendance rates for pupils eligible for PP are 91.20% (below the target for all children of (96%). This reduces school hours, causes gaps in their learning and causes them to fall behind on average.

4. Desired outcomes

A.	The gap is narrowed between PP children in EYFS and KS1 with language delay and their peers, improving their ability to learn, achieve and make friends.
B.	Pupils eligible for PP identified as high ability at least progress equivalent to 'other' pupils identified as high ability in reading, writing and maths. There will be a positive impact on the number of children eligible for PP attaining GDS in reading, writing and mathematics.
C.	Children are better equipped to deal with day-to-day school and home life; children express high aspirations when interviewed; children make equivalent or better progress than non PP peers and nationally.
D.	Children show an improved attitude towards reading and the in-school gaps narrow.
E.	Children have access to a wide range of life and cultural experiences and they will be able to draw on these experiences to enhance their learning in all areas of the curriculum.
F.	Parents have a positive view of the school and become more positively involved in their child's education.
G.	Children eligible for PP make rapid progress in order to close the attainment gap between them and their peers.
H.	PP children attend school every day and on time, overall attendance improves from 91.20% to 96% in line with other pupils nationally. Reduce the number of persistent absentees among pupils eligible for PP.

5. Provision

We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. The range of provision includes but is not restricted to:

- High quality teaching and learning which addresses the needs of all children with effective differentiation to challenge all pupils.
- 1 to 1 and small group support by experienced teaching and support staff, focused on closing gaps in learning for children working towards achieving age related expectations as well as those aiming to exceed this.
- High quality feedback to pupils to address misconceptions, reshape learning and establish clear next steps.
- A focus on the development of personal and social skills.
- Support for the families of PP children.
- Supporting extra-curricular activities and non-classed based learning.

The school aims to use the Pupil Premium imaginatively and effectively to ensure that economic disadvantage is not a barrier to success. We recognise that not all pupils who receive free school meals will be socially disadvantaged. Similarly, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we will allocate the Pupil Premium to support any pupils the school have identified as being disadvantaged. In order to determine spending priorities, the school analyses internal and external data and examines historical attainment and trends. We will aim to use the Pupil Premium to fund those activities and interventions which we consider to be the most effective in raising the achievement of our disadvantaged pupils. Research on the impact of the different strategies including work undertaken by the Sutton Trust and Ofsted is used to shape the schools provision.

6. Specific Interventions and activities including planned expenditure

A.	<p>Speaking, listening and understanding skills in EYFS are low for pupils eligible for PP. This slows reading and writing progress in subsequent years.</p> <ul style="list-style-type: none">• Purchase of 'Talk Boost', a targeted and evidence based intervention programme, which supports language delayed children in EYFS and KS1 to make progress with their language and communication skills. £480• Training for staff to enable them to deliver the 'Talk Boost' programme effectively. £140 <p>Data will show an improvement in speaking, listening and understanding of language from their baseline (language link assessment).</p>
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B.	<p>High ability pupils who are eligible for PP are making less progress than other high ability pupils across KS2. This prevents high achievement in KS2.</p> <ul style="list-style-type: none">• A programme of CPD for all staff on using independent learning strategies, open ended questioning and developing higher order thinking skills and a mastery approach to enhance quality first teaching. Provision maps outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential.• High quality targeted in-class support to provide 'stretch'. Included in salary costs.• EEF toolkit suggests high quality feedback is an effective way to improve attainment and so this will be an approach that will be embedded across the school.• Further opportunities for reasoning in all year groups in maths (gaps will need to be 'plugged' in arithmetic first so that children access reasoning). <p>The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. School data will show a positive impact on the number of children eligible for PP attaining GDS in reading, writing and mathematics.</p>
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C.	<p>Well-being issues, lack of resilience and low aspirations are having detrimental effects on the academic progress of PP children.</p> <ul style="list-style-type: none">• Pupil and Parent Support Team in place to build relationships with pupils and their families, to provide and locate support and to liaise with relevant services. Included in salary costs.• Trained counsellor to work intensively with pupils on a 1:1 basis to support with issues such as grief and significant emotional issues. £25 per session• To have the opportunity to learn about the natural environment, how to handle risks and use their initiative to solve problems and work with others through Forest Schools. Included in salary costs.• Weekly early morning 'Relax Kids' Club to improve confidence and self-esteem and give children the tools to cope with stress, anxiety and fears. £6 per session per child.• Further enhance staff understanding of social, emotional and mental health issues in children through a whole school approach. Children who are mentally healthy learn better, benefit from life experiences and have stronger relationships with family members, school staff and peers. Ed Psych costs.• To provide children with access to milk as part of a healthy balanced diet. Ongoing. <p>Monitoring will ensue through evaluating parent and pupil voice questionnaires and analysis of school behaviour logs and individual case studies. Staff observations of pupils eligible for PP will show that they demonstrate a growth mind-set and be more able to manage their emotions and show improved concentration and memory retention. Monitoring books will show that children take on challenge, learn from mistakes and persevere.</p>
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D.	<p>Reading</p> <ul style="list-style-type: none"> • Purchase of Nessy Reading and Spelling, an internet based program which employs an intensive, multisensory and sequential method of instruction to teach fundamental reading and spelling skills. £450 • Beanstalk Reading, providing 1:1 reading support (2 x 30 minutes each week) in order to improve reading ability, inspire self-confidence and increase enjoyment. £1039.45 • Regular 1:1 and small group reading sessions. Included in staff salary costs. • Focused phonics sessions for identified children. • ‘Better reading’, ‘5 minute literacy box’, ‘toe by toe’ as intervention strategies. Included in staff salary costs. <p>Data will show that pupils eligible for PP have made at least expected progress in reading and the attainment gap between PP children and their peers has closed in all year groups.</p>
E.	<p>Limited life and cultural experiences for some of our PP children restricts their understanding in some curriculum areas.</p> <ul style="list-style-type: none"> • Ensure PP children are given the opportunity to participate in a range of enrichment activities; widening opportunities, broadening skills and raising their self-esteem. Ongoing. <p>Children engaging in a range of enrichment opportunities will be logged and tracked.</p>
F.	<p>Lack of parental involvement due to their own negative experiences, which has given them a poor perception of education.</p> <ul style="list-style-type: none"> • Parent workshops to foster good home school relations and involve parents in their children’s learning. Included in staff salary costs. • Regular coffee mornings to engage parents with school and signpost additional services. Included in staff salary costs. • Actively seek out our hard to reach parents and build positive relationships. Included in staff salary costs.

G.	<p>The attainment gap between PP children and their peers is significant in all year groups, across all subjects.</p> <ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. • Ensure that pupils eligible for PP make accelerated progress through targeted support from the pupil premium team. Included in staff salary costs. <p>Data will show the attainment gap between PP children and their peers has decreased in all year groups in reading, writing and maths.</p>
H.	<p>Attendance rates for pupils eligible for PP are 91.20% (below the target for all children of (96%). This reduces school hours, causes gaps in their learning and causes them to fall behind on average.</p> <ul style="list-style-type: none"> • PPST to take a lead on attendance, monitoring pupils and following up quickly on absences. First day response provision. Included in staff salary costs. • Whole school initiative – H.E.R.O. Bear – to encourage good attendance and punctuality, including a weekly attendance letter for parents/carers. • Forest Schools (see section ‘C’). Included in staff salary costs. • Provide children with the opportunity to attend a variety of clubs and enrichment activities to give them an incentive to attend school. Included in staff salary costs. <p>School tracking will show an increase in attendance from 91.20% more in line with other pupils nationally (96%).</p>

N.B. Funding is allocated for each financial year but the strategy refers to the academic year.