

## PUPIL PREMIUM STRATEGY FOR THE CRAYLANDS SCHOOL 2018-19

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					
<b>School</b>			The Craylands School		
<b>Academic Year</b>	2018-19	<b>Total for PP grant current financial year</b>	£66,980	<b>Date of most recent internal PP strategy review</b>	July 2018
<b>Total number of pupils on roll</b>	301	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	July 2019

2. Mission Statement and vision for disadvantaged pupils within the school:
<p>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.</p> <p>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.</p> <p>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.</p>

**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:**

<b>A.</b>	Speaking, listening and understanding skills in EYFS and KS1 are very 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>B.</b>	The number of children in Year 2 on track to reach ARE in reading (38%), writing (31%) and maths (38%) is extremely low.
<b>C.</b>	High ability children eligible for PP are not provided with sufficient challenge to enable them to make accelerated progress and work at GDS.
<b>D.</b>	The number of PP children on track to achieve ARE in reading in most year groups is low.
<b>E.</b>	Lack of parental involvement due to their own negative experiences, which has given them a poor perception of education.
<b>F.</b>	Pupil motivation to learn due to low emotional well-being, behaviour and limited life and cultural experiences which restricts their understanding in some curriculum areas.
<b>G.</b>	20% of pupils eligible for the grant are persistently absent.

**4. Desired outcomes**

<b>A.</b>	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>B.</b>	Year 2 children eligible for PP make rapid progress in order to achieve ARE in reading, writing and maths.
<b>C.</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.
<b>D.</b>	Children show an improved attitude towards reading and the in-school gaps narrow. The number of PP children achieving ARE in reading increases.
<b>E.</b>	Engaging parents who may be reticent to work with the school and other external agencies.
<b>F.</b>	Children are better equipped to deal with day-to-day school and home life and have access to a wide range of life and cultural experiences which they will be able to draw upon to enhance their learning in all areas of the curriculum.
<b>G.</b>	The number of PP children persistently absent is reduced from 20% to 10%.

**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	
<b>A.</b>	<p><b>Speaking, listening and understanding skills in EYFS and KS1 are low for pupils eligible for PP. This slows reading and writing progress in subsequent years.</b></p> <ul style="list-style-type: none"> <li>• Speech and Language CPD for EYFS staff. <b>(Courses run by Language Link: Speech £150 pp Language £100 pp)</b></li> <li>• Provide additional lunchtime activities so that children have the opportunity to develop their speech, language and social skills conversing with adults and their peers. <b>Included in staff costs.</b></li> </ul> <p><b>Data will show an improvement in speaking, listening and understanding of language from their baseline (language link assessment).</b></p>
<b>B.</b>	<p><b>The number of children in Year 2 on track to achieve ARE in reading, writing and maths is extremely low.</b></p>

	<ul style="list-style-type: none"><li>• 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. <b>Included in staff salary costs.</b></li><li>• Focus group for all literacy lessons to ensure children make accelerated progress in order to achieve ARE with PP team and DHT. <b>Included in staff salary costs.</b></li><li>• Additional comprehension lessons with PP team and DHT. <b>Included in staff salary costs.</b></li><li>• In-class support in Numeracy lessons from PP teaching assistant. <b>Included in staff salary costs.</b></li></ul>
<b>C.</b>	<p><b>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.</b></p> <ul style="list-style-type: none"><li>• Class teachers to facilitate deeper thinking by using ‘the learning pit’ and Bloom’s taxonomy to really stretch the thinking of our pupils.</li><li>• High quality targeted in-class support to provide ‘stretch’. Provision maps outlining additional opportunities to enhance learning and raise aspiration will ensure children experience a range of opportunities designed to maximise their potential.</li><li>• 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.</li><li>• Further opportunities for reasoning in all year groups in maths (gaps will need to be ‘plugged’ in arithmetic first so that children access reasoning). <b>Included in staff salary costs.</b></li><li>• Use of data and hot and cold testing informs starting points for teaching.</li></ul> <p><b>Planning and lesson observations will provide evidence of these strategies being implemented. Work scrutiny and pupil voice will provide evidence into how well pupils can access their learning and how well they are being challenged.</b></p>

D.	<p><b>The number of PP on track to achieve ARE in reading in most year groups is low.</b></p> <ul style="list-style-type: none"> <li>• 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. £?????</li> <li>• Regular 1:1 and small group reading sessions. <b>Included in staff salary costs.</b></li> <li>• Focused phonics sessions for identified children. <b>Included in staff salary costs.</b></li> <li>• ‘Better reading’, ‘5 minute literacy box’, ‘toe by toe’ as intervention strategies. <b>Included in staff salary costs.</b></li> <li>• Additional comprehension lessons for Year 2 with PP team and DHT. <b>Included in staff salary costs.</b></li> </ul> <p><b>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.</b></p>
E.	<p><b>Engaging parents who may be reticent to work with the school and other outside agencies.</b></p> <ul style="list-style-type: none"> <li>• Pupil and Parent Support Team will continue to build relationships with pupils and their families, to provide and locate support and liaise with relevant services. <b>Included in staff salary costs.</b></li> <li>• Monthly parental engagement sessions to give parents the opportunity to carry out activities with their children. <b>Included in staff salary costs.</b></li> <li>• Actively seek out our hard to reach parents and build positive relationships and signpost additional services. <b>Included in staff salary costs.</b></li> </ul> <p><b>Feedback from parent questionnaires will be positive. The parental engagement sessions will be well attended.</b></p>
F.	<p><b>Pupil motivation to learn due to low emotional well-being, behaviour and limited life and cultural experiences which restricts their understanding in some curriculum areas.</b></p> <ul style="list-style-type: none"> <li>• Pupil and Parent Support Team will continue to build relationships with pupils and their families, to provide and locate support and liaise with relevant services. <b>Included in staff salary costs.</b></li> <li>• Ensure PP children are given the opportunity to participate in a range of enrichment activities; widening opportunities, broadening skills and raising their self-esteem. <b>Ongoing.</b></li> <li>• Trained counsellor to work intensively with pupils on a 1:1 basis to support with issues such as grief and significant emotional issues. <b>£35 per session.</b></li> <li>• Weekly early morning and after school ‘Relax Kids’ Club to improve confidence and self-esteem and give children the tools to cope with stress, anxiety and fears. <b>£6 per session per child.</b></li> <li>• To provide children with access to milk as part of a healthy diet. <b>Ongoing.</b></li> </ul> <p><b>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</b></p>

	<b>demonstrate a growth mind set and be more able to manage their emotions and show improved concentration and memory retention. Children engaging in a range of enrichment opportunities will be logged and tracked.</b>
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<b>H.</b>	<p><b>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.</b></p> <ul style="list-style-type: none"><li>• <b>PPST to take a lead on attendance, monitoring pupils and following up quickly on absences. First day response provision. PPST to signpost to refer to outside agencies where additional support is required. <b>Included in staff salary costs.</b></b></li><li>• <b>Whole school initiative – H.E.R.O. Bear – to encourage good attendance and punctuality, including a weekly attendance letter for parents/carers.</b></li><li>• <b>Provide children with the opportunity to attend a variety of clubs and enrichment activities to give them an incentive to attend school. <b>Included in staff salary costs.</b></b></li></ul> <p><b>School tracking will show a decrease in the number of PP children who are persistently absent from school.</b></p>
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**N.B. Funding is allocated for each financial year but the strategy refers to the academic year.**