

Pupil premium strategy statement – Crabtree Farm Primary School



1. Summary information

School	Crabtree Farm Primary School				
Academic Year	2018-19	Total PP budget	£392,021	Date of most recent PP Review	30.4.19
Total number of pupils	449	Number of pupils eligible for PP	314	Date for next internal review of this strategy	June 2019

2. Current attainment in 2018

	End of KS2						End of KS1						End of EYFS (RWM is GLD)					
	All School (55)		PP (40)		National		All School (59)		PP (45)		National		All School (55)		PP (27)		National	
	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD
% achieving RWM	54%	4%	48%	5%	64%	10%	51%	0%	37%	0%	69%	13%	49%	0%	41%	0%	72%	
% achieving Reading	61%	14%	55%	13%	75%	28%	63%	0%	60%	0%	75%	26%	51%	2%	41%	2%	77%	
% achieving Writing	73%	7%	70%	8%	78%	20%	63%	0%	62%	0%	70%	16%	49%	0%	41%	0%	74%	
% achieving Maths	66%	9%	63%	10%	76%	24%	61%	12%	60%	13%	76%	22%	64%	0%	52%	0%	80%	
% achieving GPS	73%	20%	65%	15%	78%	34%												
End of KS2																		
	School		National		School PP		National PP											
Progress in Reading	-1.39		+0.0		-1.84		+0.0											
Progress in Writing	+1.06		+0.0		+1.28		+0.0											
Progress in Maths	-0.98		+0.0		-1.28		+0.0											

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Social, emotional and mental health issues for a group of pupils across the school has hindered their access to the full curriculum, it impacts on their progress and that of others.
B.	Children have poor spoken language skills, this impacts on their ability to communicate effectively on paper.
C.	Attainment of pupils eligible for PP is lower than that of their peers in some year groups in reading, maths and writing, and progress rates are slower for this group than for their non-disadvantaged peers. Lower attaining PP pupils require additional support to ensure that they attain as well as their peers and make expected progress, they are vulnerable learners.
D.	Multiple and profound challenges for some of our PP children including LAC, SEND, term of birth, EAL/ new to English.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Children are not exposed to a wide variety of life experiences that allow them to experience in context, the vocabulary required to access all aspects of the curriculum.	
F.	Attendance, including lateness, of some PP families is poor and requires continuous support and challenge.	
G.	Pastoral issues for a number of PP families, including behaviour of pupils, financial and parental mental health issues are having detrimental effect on their academic progress and that of their peers.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the PP attainment in reading, writing and maths (emphasis on reading) so that as a group they are closer to the national figure. All PP pupils in reading, writing and maths make expected progress.	An increased percentage of PP children are attaining age related levels in reading, writing and maths at end of Key Stage data points. All PP children make at least expected progress.
B.	Improved oracy skills lead to children's increased ability to effectively communicate verbally and in a range of written representations.	A greater percentage of PP children attaining in line with national benchmarks. Progress is good.
C.	Attendance of PP cohort 2017-2018 was 93.98%, to improve to 95.5%. Attendance of specific PP families to improve to over 85%.	Improved attendance of cohort to 95.5%. Improved attendance of key families to 85%.
D.	All pupils are given access to a full range of enrichment and extension activities and a wider range of life experiences.	No pupils eligible for PP are disadvantaged in relation to extension and enrichment opportunities.
E.	Social, emotional and mental health support is available throughout the school week. This both proactive and reactive to respond to the individual needs of PP children.	All PP children have the opportunity to benefit from support for their social, emotional and mental health issues, which hinder their access to the full curriculum.

5. Planned expenditure					
Academic year		2018-19			
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?
Improve the PP attainment in reading, writing and maths so that as an identified group of vulnerable learners they attain closer to the national figure - see individual targets	Appraisal objectives and agreed actions ensure that all teachers are held accountable for the attainment and progress of their identified vulnerable learners.	All teachers recognise the importance of this priority group and the school's high expectations of this group. To lead staff meetings and share good practice including relevant support approaches and applying research data. To hold individual meetings with parents to share the individual pupil's targets and successes.	Monitoring and evaluation processes eg work scrutiny and lesson observations. Pupil progress meetings. Class teachers complete a record of their identified vulnerable learners, which is in conjunction with appraisal documentation.	LH/JRo/SLT	Termly

		To explain the strategy and its impact to the full Governing Body.	Termly appraisal meetings discuss and record progress of vulnerable learners. Staff Meetings on vulnerable groups (autumn term), data analysis (spring term) and on various topics to share good practice/initiatives throughout the year.		
Pupils making accelerated progress to close the attainment gap.	Over staffing model, throughout school, with a third teacher in year 2 and 6 to support interventions, reduce size of targeted learning groups and accelerate progress.	Data analysis shows that PP children are able to make greater progress and close the gap with national data at the end of Key Stage data points. Children have a greater amount of direct interaction with the teacher, due to smaller targeted groups. Greater consistency of teaching and school policies across school, as no agency staff are required.	Data outcomes and progress. Pupil progress meetings. Monitoring and evaluation processes eg work scrutiny and lesson observations. Termly appraisal meeting to discuss progress and attainment.	LH/JRo/SLT	Termly
All PP children to have the opportunity to be taught music by a music specialist and in key stage 2 have the opportunity to learn a musical instrument.	Music specialist to teach the music curriculum over one and half days. Music specialist to teach musical instrument lessons to all PP children. Offer of wider music opportunities eg choir, guitars, graded examinations, area band music camp.	Greater consistency and progression of music teaching across the school. Wider opportunities and aspirations to play a music instrument and perform. Opportunities to sit and achieve recognised graded music examinations. Engagement with children from other primary schools who have the same musical interests.	Children's engagement and enjoyment of all aspects of music. Increased confidence in children's ability to perform. Entry into external music events and competitions. Number of children entered into examinations. Participation in wider music opportunities. Monitoring music provision.	CH/HW/LB	Throughout the year through music monitoring.
Total budgeted cost					£144,001

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?
Vulnerable children with social, emotional and mental health needs have support to enable them to access the curriculum.	Nurture provision led by an experienced teacher (2 days a week) for individual and group sessions. TA interventions for identified children. 1:1 support for specific identified children.	Nurture teams support children to engage in lessons and access learning at an appropriate level of challenge. Nurture team complete individual/group sessions to respond to the needs of the individuals in order for them to then access learning.	Monitoring and regular updates. Achievements of the identified individual children. Reduced number of behaviour incidents/exclusions.	AB/KW	Weekly ongoing. Half termly overview.

No pupils falling behind in reading in Y2-4	Switch On Reading, delivered by two TA's.	Switch on reading approach has a proven significant impact on the progress that children make within the year.	Feedback from Switch On Reading TAs Progress and data SLT Monitoring	Switch On Reading TA's (TF/ST)	Termly
Lunchtime sports provision to facilitate social interaction activities and reduce anti-social behaviour incidents of identified PP group, in order for the children to access afternoon lessons.	Sports coach to work with identified children during lunchtime, 3 days a week.	To reduce the anti-social behaviour, support lunchtime play workers and ensure children are ready to learn in the afternoon.	Reviewing number of children needing thinking time during lunchtime as a sanction. Data collection SIMS incidents reviewed	AB	Weekly
Vulnerable children with speech, language and communication difficulties, supported through speech and language therapy and communication interventions.	Small group sessions focusing on speaking and listening and communication through a variety of approaches across the curriculum. 1:1 bespoke speech and language interventions.	This has proved to be successful for identified individuals in previous years. Progress has been evident. Bespoke learning guided by individual plans.	Quality assurance by a Senior Leader. Observing practice and giving feedback, checking on the progress. Assessment data Individual PP intervention records on Bluehills. Whole class provision maps. Liaising with outside agencies (SALT).	JRo/MS/AB	Reviewed on a half termly cycle.
Booster provision for Year 6 PP in maths and English	Group sessions twice weekly after school from February to May. Refreshments offered at the beginning of booster session.	Y6 Booster has proved successful year upon year Parents/carers and children have been appreciative of this provision; it has helped the children with achieving their full potential.	Deploy experienced Year 6 practitioners to lead these groups. Improved progression of attendees.	LB and Year 6 team	January 2019, May 2019, July 2019
Total budgeted cost					£72,218

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?
To improve PP attendance overall and in regard to some specific families	Monitor PP attendance weekly and follow up constructively with challenge if required. Explore specific support for identified families and assist the children in getting into school.	Some PP families need extra support to enable them to get their children to school and on time. Dedicated attendance officer monitoring attendance, challenging absence and supporting families.	Attendance data Monitoring attendance Weekly briefing feedback to all staff Home visits Reward systems Weekly assembly	JRa/LH	Weekly

To provide 90 free places at Breakfast Club for the year to support PP pupils with attendance/child protection needs	Breakfast Club allocated to support families to attend school and receive a breakfast (offered to wider family for a small charge)	Historic offering of free places has been successful in the past and the families' attendance has improved. Improved home/school relationships with families.	Breakfast Club audits Attendance data	JRa/LH/JRo	July 2019
To provide counselling sessions weekly for vulnerable children to help them overcome unique barriers to learning.	Full time counselling service across the week, provided by Contacts Counselling Service.	We have experienced counsellors who have had repeated success over several years in improving the confidence and behaviour of identified pupils, allowing them to access their learning.	Regular checks with the children and parents/carers that they are benefiting from the sessions. Regular review of client list (no fixed amount of sessions are provided). Capacity of counsellors to deliver both proactive and reactive sessions.	LH	Termly Full service review June 2019
To offer all PP children a variety of experiences, visits, visitors, speakers, residential to inspire them.	Invite and arrange visits and visitors. Hold a career and aspirations week in Autumn 2018 Allocate termly funding to reduce cost for families to partake.	Visits and visitors have proved to be successful in the past, in providing wider life experiences and promoting vocabulary and communication on the subjects/topics. Aspirations week is a new initiative to raise aspiration for all pupils and in particular our PP pupils. Additional Y6 to Y7 transition activities to inspire our Y6 cohort.	Monitoring all year groups provision for wider experiences. Monitoring uptake of trips/visitors and the ability to break even.	All teachers	June 2019
To offer milk and fruit to key stage 2 PP children.	To ensure that children are having additional nutrients during the morning in order for them to sustain concentration in their learning.	Historic offering of milk and fruit to key stage 2 PP children has been successful in previous years and children have a high take up of the offer.	Monitoring wastage and uptake. Ensure milk and fruit is equally distributed across school.	School Council	Termly
Total budgeted cost					£193,685