

Pupil premium strategy statement: Croft Church of England Primary School

1. Summary information					
School	Croft Church of England primary School				
Academic Year	2017/18	Total PP budget	£5,860	Date of most recent PP Review	July 2017
Total number of pupils	101	Number of pupils eligible for PP	3	Date for next internal review of this strategy	April 2018
2. Current attainment					
			<i>Pupils eligible for PP in 2017 (Unvalidated)</i>		<i>Pupils not eligible for PP in 2017 (Unvalidated)</i>
% of pupils achieving the expected standard in reading, writing and maths			100%		88%
reading progress score			17.7		4.2
writing progress score			6.3		1.5
maths progress score			2.7		2.3
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.	Mathematics skills are generally lower than non PP pupils.				
B.	Specific PSE support required for individual PP pupils.				
C.	One pupil requires specific support for dyslexia.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
A	No external barriers.				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>		
A.	Improve mathematics skills of pupils eligible for PP evident in pupil outcomes.		Pupils eligible for PP make increased rates of progress in Mathematics and reach National expectations or better.		
B.	Provide specific PSE support for pupils eligible for PP evident in pupil outcomes.		Pupils eligible for PP develop their personal, social and emotional skills which has a positive impact on their learning.		
C.	Improve pupil outcomes for dyslexic pupil eligible for PP evident in pupil outcomes.		Dyslexic pupil eligible for PP makes increased rates of progress in Reading and Writing and reaches National expectations or better by the end of KS2.		

5. Planned expenditure						
Academic year	2017/18					
How is the pupil premium planned to be used to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Desired outcome	Chosen action / approach	Estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for children in Mathematics	To continue to deliver frequent urgent action support and highly differentiated teaching to ensure that LAP pupils make rapid progress towards meeting end of year expectations. To purchase further Mathematics interventions to increase rates of progress. To provide pupils with further bespoke support and engage with parents. To continue to provide CPD opportunities for staff to deliver further interventions to support Mathematics for LAPs.	£3900 (ATA costs)	We are keen to swiftly identify all pupils who have gaps in their learning and target specific interventions to rapidly increase rates of progress. TAs require training to achieve this and appropriate interventions need to be purchased.	Directed, supported and monitored by Mathematics and Assessment Leader. TA led Mathematics interventions eg Dynamo Maths/1st Class @ Number. Monitored by HT, SENCo and governing body. SLT monitoring. Governor monitoring.	Maths Leader/SENCo/HT	Dec,2017 April 2018
B. Improved progress for children through development of PSE skills	To implement group drawing and talking and sand play. To continue to ensure that there is sufficient monitoring of impact of PSE interventions and support to ensure effective provision is in place. To train all TAs to deliver Socially Speaking programme. To communicate PSHE policy and ensure effective policy into practice. To continue to update additional needs register and provide appropriate support for pupils with PSE needs. To embed the use of growth mindset skills into classroom practice. To further develop the school's growth mindset team.	£1131 (ATA release cover costs)	We want to improve the overall quality of the school's curriculum to flexibly support vulnerable pupils with PSE needs.	Improved PSE curriculum. Swift access to support. Clear understanding of pupils' needs. Increased skills and knowledge to deliver drawing and talking intervention. Improved learning and PSE skills for pupils. Monitoring of curriculum/interventions and impact. SLT monitoring. Governor monitoring.	PSE Leader/HT	Dec,2017 April 2018
C. Improved progress for dyslexic pupils.	To further develop staff understanding of approaches to support dyslexic pupils. To promote 'dyslexia friendly' classroom. To create a 'dyslexia friendly' classroom checklist. To develop systems to track the progress of pupils with dyslexia. To purchase GAPS Tests.	£630 (GAPS Tests)	We are keen to remove barriers for dyslexic pupils to increase rates of progress.	Directed, supported and monitored by English Leader and SENCo. SLT monitoring. Governor monitoring.	English Leader/SENCo/HT	April 2017
Total budgeted cost						£5,860

4. Review of expenditure				
Previous Academic Year (2017/18)				
i. Quality of teaching for all and Targeted Support				
Desired outcome	Chosen action/approach	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
A. Improved progress for children in Mathematics	To continue to deliver frequent urgent action support and highly differentiated teaching to ensure that LAP pupils make rapid progress towards meeting end of year expectations. To purchase further Mathematics interventions to increase rates of progress. To provide pupils with further bespoke support and engage with parents. To continue to provide CPD opportunities for staff to deliver further interventions to support Mathematics for LAPs.	Medium-high: Use of dynamo maths is having a positive impact on learners and increased numbers of pupils accessing it as a result of staff training; Further interventions not currently sourced but have been investigated; All pupils in receipt of PP at end of KS2 met ARE and KS2 attainment and progress outcomes for all pupils are above national average. White Rose Maths training received has created a desire to further develop strategies to support pupils' basic skills. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but approach shows promise and more interventions and strategies required.	Staff were positive about the training and believe it is having a positive impact on pupils. Further research into intervention are required to support pupils' basic skills in mathematics. Further staff training will be required to further develop pupils' independent skills. Some non-pupil premium pupils did not meet ARE. Next steps will aim to support pupils' skills in ensure that greater proportions of pupils keep up with ARE.	Dynamo Maths Training costs £100 Cover for training costs £50 Delivery of Dynamo Maths interventions costs £3,900
B. Improved progress for children through development of PSE skills	To implement group drawing and talking and sand play. To continue to ensure that there is sufficient monitoring of impact of PSE interventions and support to ensure effective provision is in place. To train all TAs to deliver Socially Speaking programme. To communicate PSHE policy and ensure effective policy into practice. To continue to update additional needs register and provide appropriate support for pupils with PSE needs. To embed the use of growth mindset skills into classroom practice. To further develop the school's growth mindset team.	High: Several pupils accessed drawing and talking therapy; positive feedback from pupils and parents; Teaching staff commenting of positive impact in classroom and with learning; Pupils developing growth mindset skills and are able to talk about its principles and impact for themselves Success criteria: Met.	The impact drawing and talking was significant this year for a number of pupils across the school. It was an emotionally challenging year for our pupils due to a traumatic incident during the year. Although the target was met, it is felt that further development of strategies to support pupils social and emotional skills would be beneficial as we move into the next academic year.	Advanced drawing and talking training costs £200 Cover for training costs £50 Delivery of drawing and talking therapy costs £2,000
C. Improved progress for dyslexic pupils.	To further develop staff understanding of approaches to support dyslexic pupils. To promote 'dyslexia friendly' classroom. To create a 'dyslexia friendly' classroom checklist. To develop systems to track the progress of pupils with dyslexia. To purchase GAPS Tests.	Medium-high: Staff are aware of strategies to support pupils with dyslexia; coloured paper/overlays/display technology being used; pupils being identified more swiftly; GAPS tests purchased and identifying strengths and weaknesses (now needs embedding with improved GPS teaching) Success criteria: not fully met – consistency of practice requires further development.	There is some inconsistent practice in supporting pupils with dyslexia and teaching of GPS requires development as identified through GAPS tests.	Dyslexia training costs £120 GAPS tests costs £630
Total				£7,050

