

Pupil premium strategy statement (Cranbrook Primary School)

1. Summary information					
School	Cranbrook Primary School				
Academic Year	2019-2021	Total PP budget	£174,240 + £183,232	Date of most recent PP Review	
Total number of pupils	912	Number of pupils eligible for PP	132	Date for next internal review of this strategy	July 2021

2. End of year 6 data - February (2020)		
	<i>Progress of Pupils eligible for PP (Expected 6 points)</i>	<i>Progress of All pupils for year 6 (Expected 6 points)</i>
% achieving in reading, writing and maths	4.9	4.9
Average progress in reading	4.6	4.8
Average progress in writing	4.9	5.0
Average progress in maths	5.1	5.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	The 5 losses that the children have experienced during this pandemic-structure, routine, structure, friendship, opportunity and freedom
B.	Higher proportion of pupils on the CP register
External barriers	
D.	<ul style="list-style-type: none"> Attendance rates for pupils eligible for PP are 94.3% (below the target for all children of 96%). Other factors: housing issues, domestic violence, lack of parenting skills, involvement in children's learning and mental health problems and SEND.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To restore the mental health and rebuild the resilience of our children to allow them to become engaged learners	As pupils have better concentration and effective use of relaxation techniques, this will improve academic achievement.

B.	To increase our children’s spoken language opportunities to support the development of communication, language and literacy	Pupils improve their language development and confidence. Increase data outcomes for Reading, Writing and Maths.
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5. Planned expenditure

Academic year	2019-2021
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The three headings below enable the school to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

High Quality teaching for all

Focus	Approach	Evidence	Intended Outcome	Staff lead	Review
<p>Catch up curriculum that addresses and meets the needs of all pupils</p>	<p>Develop a robust “catch up” curriculum that addresses and meets the needs of all including disadvantaged pupils</p> <p>Address gaps in pupils knowledge and skills, by effectively using regular formative assessments(for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of work) to inform curriculum changes and planning</p> <p>Prioritise key components for progression within subjects to re-establish good progress Integrate basic skills into the curriculum as a daily focus and ensure these skills are embedded throughout the foundation subjects.</p> <p>Dedicate daily sessions in the school timetable to discuss and promote positive mental health and wellbeing including addressing the five losses-routine, relationships, transparent curriculum, metacognition and space</p> <p>Ensure all disadvantaged pupils have access to devices at home for periods when self-isolation is required</p>	<p>Observations Book monitoring Impact report Planning</p>	<p>Basic skills are reinforced as an integral part of each lesson.</p> <p>Improved confidence and resilience supports the improvement in attainment for all pupils including disadvantaged pupils</p> <p>Pupils have equal access to learning</p>	<p>SLT Subject leaders Teachers/ TA/LSAs</p> <p>IT team</p>	<p>Autumn term and ongoing</p>

Additional teacher allocation	Provide additional teaching support in English and Maths at KS2 for targeted pupils	Observations Progress meetings Termly data analysis Book monitoring	Diminish the differences between PP and Non PP. Data outcomes improve including pupil knowledge and confidence	SLT	Termly
Pupil conferencing	Address misconceptions and ensure high expectations to promote a growth mind-set, by supporting pupils on how to learn and to manage setbacks	Conferencing record Book monitoring Termly data analysis Progress meetings	Personalised learning used to enable pupils to make good progress	YGL/class teacher	Termly
Pupil Premium Provision	Discuss barriers to learning for each pupil during progress meetings and agree strategies to enable progress with agreed timeframes	PP class workbook Impact reports Interventions	Improve outcomes for individual PP pupils	SLT	Termly
Readalious books	Promote wider reading opportunities beyond the school by creating a list of in 15 Readalious quality books for each year group to develop a passion for reading each term	Reading record books Book reviews surveys	Pupil surveys show an increase in a passion for reading and improved reading attainment	English leads	Termly
Phonics	Provide phonics training to all staff to ensure expertise and consistency across the school. Continue Bug Club as whole school approach to eBooks	Observations CPD Termly monitoring	Phonics results are above National results and improved reading outcomes for end of KS1	English leads	Termly
Whole class reading Yrs 3-6	Continue with using class texts to support whole class reading with a focus on VIPERS questioning (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising)	Observations Data Books surveys	Pupil surveys show a passion for reading and improved reading outcomes	SLT	Termly
CPD for all staff	Improve staff subject and pedagogical knowledge to enhance the teaching of the curriculum through insets, courses, network meetings and conferences	Lesson observations Deep dive observations into subjects	Teachers have good subject knowledge and have a secure understanding of mastery and greater depth including skills and progression	SLT	Spring term
critical thinking skills	Provide opportunities for pupils to develop their critical thinking and reflective skills through P4C, assemblies, British Values and PSHE sessions	Lesson observations Large PSHE books Pupil surveys	Character development enables pupils to be resilient, confident and independent and assists them to live a healthy, active lifestyle.	SLT & PSHE lead	On going
Pupil mobility and low attainment on entry	Increase children's spoken language opportunities and provide resources that support the development of language and communication	Monitoring Classroom Observations Conversion data	Improved language development and confidence. Increase in data outcomes	SLT	Termly

Leadership and management time for subject leaders	Provide release time to subject leaders to develop their knowledge of their subject and to provide support to year groups with their planning	L&M logs Deep Dives into subjects	There is a clear sequence of learning across the school that builds knowledge and skills in a progressive approach with identified milestones to reach	SLT Subject leads	Every Fortnight
Total budgeted cost					£80,340 + £82,222
i. Targeted Support					
Focus	Approach	Evidence	Intended Outcome	Staff lead	Review
Interventions to support rapid progress	<p>Identify gaps in learning, especially for disadvantaged pupils.</p> <p>Implement teaching strategies, targeted support and wider opportunities to support rapid progress.</p> <p>Implement interventions that are appropriate for rapid progress In order to close the gap amongst peers and accelerate progress.</p>	<p>Books</p> <p>Observations</p> <p>Data</p> <p>Analysis of intervention data</p>	<p>Pupils are well supported in making rapid progress towards current year group ARE standards</p> <p>Improved attainment and progress throughout the school for core subjects</p>	Teachers /TA/LSAs	Termly
Targeted support and intervention groups	Targeted support provided in class by teachers and support staff including the use of interventions such as pre-teach sessions, colourful semantics, and phonics and comprehension sessions.	Observations Impact of interventions impact reports	Interventions are effective so pupils make good progress	SLT	Termly
Year 6 Booster Sessions	Booster sessions include: Lexia program- before school 5 times a week RM EasiMaths program- 4 times a week	Data from personalised programs	Pupils make accelerated progress. Improved data outcomes for Reading and Maths	SLT	Termly
Early intervention in EYFS and Year 1 and 2	Provide interventions such as Numicon, colourful semantics, healthy hands, gross motor intervention and personalised learning plans	Impact of interventions observations	Pupil become more confident. Interventions are effective so pupils make good progress	Phase leader	Termly
Lexia Literacy program	Develop phonological awareness and reading skills	Data from personalised programs	Increased data outcomes for reading	SLT	Termly
Daily Reading Support	Engage reluctant readers by developing an enjoyment for books. This includes groups of pupils with limited reading support at home.	Comments in reading records Pupil voice	A passion for reading. Increased attainment and progress in reading	SLT	Termly

RM EasiMaths and Times Tables Rock	Provide opportunities for pupils to access the personalised computer programs to support their learning	Data from personalised programs	Improved Maths results and confidence in Maths	Maths lead	Termly
Disadvantaged HAPs	Provide opportunities through extra-curricular activities such as Mad Science club for years 1-6 and entry into Quiz Club competitions.	PP class workbooks	Increase the number of pupils who achieve greater depth/secure + and who reach their full potential	SLT	Termly
Total budgeted cost					£50,340 + £50,000
ii. MENTAL HEALTH, WELL-BEING AND OTHER APPROACHES					
Focus	Approach	Evidence	Intended Outcome	Staff lead	Review
Prioritise the mental health and wellbeing of pupils through the curriculum	<p>Training is in place for staff on how to support pupil mental health and wellbeing as part of the recovery curriculum.</p> <p>Continue with weekly PSHE lessons and engage the pupils in one mental health activities each day from the 5 a day activities.</p> <p>Dedicate daily sessions in the school timetable to discuss and promote positive mental health and wellbeing including addressing the five losses-routine, relationships, transparent curriculum, metacognition and space</p> <p>Introduce the 3 tiered system to support social, emotional and mental health issues that require further support beyond the holistic curriculum</p>	<p>Observations</p> <p>Pupil voice</p> <p>Feedback from pupils</p>	<p>The recovery curriculum restores the mental health and rebuild the resilience of our children to allow them to become engaged learners</p> <p>The 3 tiered system effectively supports all pupils in the recovery of the 5 losses and beyond</p> <p>Pupils receive consistently high standards of support during this journey of reconnection, recovery and building resilience for our school community.</p>	All staff	Termly
Nurture Group	Engage pupils in activities to develop their confidence and self-esteem during Nurture sessions led by the Learning mentor	Observations Pupil voice Boxall profile	Growth in confidence and self esteem	AHT	Termly
Learning mentor	Identified pupils for social, emotional and mental health support (trauma/ bereavement)	Observations Pupil voice Pupil Dairies	Children are aware of strategies that they can use to support their own emotional well-being	SLT	Termly

Breakfast and After school club	Free places for agreed children.	Attendance figures	Parental support to improve attendance and punctuality	Business manager	Termly
Memorable learning opportunities	Provide opportunities for PP pupils to join their peer group on a range of trips (residential, sailing, class trips etc.) to enhance their learning, well-being and confidence. Subsidy for music tuition	Feedback from pupils Pupil voice	Widen pupil horizons and build Cultural Capital through a range of trips including artistic, musical, sporting and cultural opportunities	SLT	Termly
Parent Support Adviser	Provision of high quality 1:2:1 support by PSA, transition support and parent workshops e.g. Parenting skills, literacy, numeracy and transition form filling	Feedback from parents	Improve attendance and parenting skills to support children's learning and emotional needs	PSA	Termly
Attendance	Increase the attendance figures of PP pupils across the school (especially with CP concerns) by targeting parents, use of letters, meetings and EWO. SLT to meet with parents where attendance is a concern.	Attendance figures	Attendance improves to 96% and above	SLT/ teachers	Termly
Life Skills Program	Target pupils who would benefit from small group work in developing lifelong skills	Observations Pupil voice	Develop skills & independence including self- esteem & confidence	SLT	Termly
Play therapist	Identify pupils for social, emotional and mental health support (trauma/ bereavement)	Observations Pupil voice	Children are aware of strategies that they can use to support their own emotional well-being	SLT	Termly
Well-being opportunities	Increase our children's well-being through the practice of yoga, mindfulness and meditation.	Sky Sharma well-being workshop for yr. 6 Redbridge institute – parent and child workshops Observations and feedback on Yoga lessons, mindfulness and meditation activities in class	Better concentration, effective use of relaxation techniques. Improve flexibility and physical well-being	SLT	Termly
Mental Health First Aider	Support children's well-being through ELSA trained staff (emotional literacy support) and 13 trained mental health first aiders	Whole day CPD 1 to 1 sessions	Support provided to cater for the needs of the children around the mental health needs	SLT	Termly
Total budgeted cost					£43,560 + £50,000