



Pupil premium strategy statement (primary)

1. Summary information					
School	Cadland Primary School				
Academic Year	2018/19	Total PP budget	£169,500	Date of most recent PP Review	2013/2014
Total number of pupils	369	Number of pupils eligible for PP	102/134 (Mobile chn)	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving in reading	63%	75%
% achieving in writing	74%	78%
% achieving in maths	74%	76%
% achieving in reading, writing and maths	53%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills / vocabulary range is more limited for pupils eligible for PP than for other pupils throughout the school. This slows reading progress across KS2.
B.	Fundamental arithmetic mathematical skills for those children in KS2 entitled to the PP are less well developed than those of other children which prevents fluency in reasoning.
C.	Middle and high ability prior attainers at KS1 who are entitled to the PP are making less progress than other pupils. However, the gap is closing.

D.	Behavioural issues for a small group of children eligible to the PP are having a detrimental effect on their academic progress and attainment.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates of the pupil group entitled to the PP are below the target rate of 96%, currently 95.19%. This reduces their access to education and means that they fall behind.	
F.	Home environment factors, primarily budgets, limit some PP children's access to some extra-curricular enrichment opportunities i.e. residential learning opportunities and club attendance.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language / vocabulary and subsequent comprehension skills for pupils eligible for PP.	All children entitled to PP in KS2 who are currently ARE or Working Towards (1 phase or less behind) will attain ARE in reading by the end of Phase 3 2019.
B.	Develop the fundamental arithmetic skills of pupils in KS2 entitled to the PP.	Numbersense arithmetic diagnostic testing will show a significant chronological increase in KS2 chn entitled to the PP being able to use and apply fundamental arithmetic skills.
C.	Programme of ELSA support delivered by the Inclusion team alongside a streamlined, consistent approach to behaviour target setting for children with specific needs.	Less incidents of extreme or disruptive behaviours logged on CPOMS. Target time record sheets will show more time being devoted to target time and less time devoted to catching up on missed learning.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible to for PP to below 13 children or less. Overall PP attendance rises to 96%.

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?
To develop children's metacognitive skills through our STAR learner vision and skills	Staff training to improve quality first teaching.	<p>(Sutton Trust evidence)</p> <p>We are using both these approaches across the whole school to raise quality of teaching and learning across the board. Although Pupil Premium children will greatly benefit from this, we are not spending the Pupil Premium on it as it would not support the closing of the achievement gap. However, it should be noted that for Meta-cognition the toolkit states that "these strategies are particularly effective for low achieving pupils," which a proportion of our PP children currently are.</p>	Monitoring programme and pupil conferencing.	Deputy Head	March 2019
To develop the quality of feedback to children	Staff training to improve quality first teaching.		Monitoring programme and pupil conferencing.	Deputy Head	March 2019
Total budgeted cost					N/A (Not taken from PPG)

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?
<p>For not-on-track children in KS1 to make accelerated progress in reading by the end of the academic year.</p>	<p>In Year One and Two: Five, half hour RWI lessons per week with an experienced teacher or trained TA to allow for quality first teaching. These will be taught in small groups as a daily reading session and not in addition to standard lessons.</p>	<p>(Sutton Trust evidence)</p> <p>Programmes involving TAs can have an impact but for maximum effect these interventions are led and planned by the class teachers who have a well-developed knowledge of next steps in learning. TA's who deliver these interventions have also spent time working on these concepts in class. In reading, all TA's are fully trained in delivering RWI intervention programmes.</p>	<p>Book scrutiny to assess the progression the children are making.</p> <p>Monitor planning regularly to ensure the right targets are being identified for the children.</p> <p>Regular observations of interventions being delivered to monitor the quality of teaching and impact.</p> <p>Analysis of PP data at assessment points to monitor progress.</p>	<p>Pupil Premium Leader</p>	<p>March 2019</p>
<p>For not-on-track children in KS2 to make accelerated progress in reading by the end of the academic year.</p>	<p>In Year Three: Five, half hour RWI/Reading Gym lessons per week with an experienced teacher or trained TA to allow for quality first teaching. These will be taught in small groups as a daily reading session and not in addition to standard lessons.</p>				

<p>For not-on-track children in KS2 to make accelerated progress in maths by the end of the academic year.</p>	<p>In Year Three, Four and Five: Three, half an hour 1:1 or small group Number Sense sessions per week with an experienced Teacher or TA, in addition to standard lessons.</p> <p>In Year Five: Three, half an hour 1:1 or small group pre-teach sessions per week with an experienced teacher, in addition to standard lessons</p> <p>In Six: Five, one hour lessons per week with an experienced teacher in small groups to allow for quality first teaching. These will be taught as daily maths session and not in addition to standard lessons.</p>	<p>Sutton Trust evidence)</p> <p>One to one tuition is very effective in helping learners catch up, but is relatively expensive. You should consider trialling groups of 2/3 to reduce cost. We use small groups whenever it is possible to do so without effecting the quality of how well matched the session can be to individual needs.</p> <p>Tuition is more likely to have an impact if it is explicitly linked to normal lessons and therefore interventions are directly linked to identified gaps in knowledge or to upcoming learning i.e. pre-teaching. The Sutton Trust states that this can lead to a +4 or +5 month increase in progress.</p>	<p>Book scrutiny to assess the progression the children are making.</p> <p>Monitor planning regularly to ensure the right targets are being identified for the children.</p> <p>Regular observations of interventions being delivered to monitor the quality of teaching and impact.</p> <p>Analysis of PP data at assessment points to monitor progress.</p>	<p>Pupil Premium Leader</p>	<p>March 2019</p>
<p>For not-on-track children in KS2 to make accelerated progress in writing by the end of the academic year.</p>	<p>In Year Six: Three, one hour lessons per week with an experienced teacher in small groups to allow for quality first teaching. These will be taught in the classroom as part of the daily writing session and not in addition to standard lessons.</p>				
<p>Total budgeted cost</p>					<p>£151,290</p>

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?
Support the emotional well-being of a small group of children across the school entitled to the PPG in order to enable them to be more ready to learn.	1:1 and small group Emotional Literacy Support and family support by Inclusion Assistants.	<p>(Sutton Trust evidence)</p> <p>We have a proportion of PP chn who have significant emotional and behavioural issues or who due to circumstances at home require time in a highly nurturing environment. A programme of intervention is run for these children by trained ELSA specialists.</p> <p>Behaviour Interventions can produce large improvements in academic performance (+4 months), along with a decrease in problematic behaviours.</p>	Monitoring programme and pupil conferencing.	Inclusion Leader	March 2019
Ensure that all children entitled to the PPG can learn from the same experiences as those who are not.	Subsidising school trips linked to key learning opportunities & equipment to support completion of home learning activities.	<p>(Sutton Trust evidence)</p> <p>As a school we feel that we have a small number of PP chn who will greatly benefit from these opportunities that otherwise may be inaccessible to them. The gain they get from the successes they achieve in these areas raises their self- esteem, which then often impacts on their attitude to learning. The Sutton Trust states that Outdoor Adventure learning can add +3 months.</p>	Monitoring programme and pupil conferencing.	Inclusion Leader	March 2019
Total budgeted cost					£18,210