

Pupil premium strategy statement

1. Summary information					
School	Crockham Hill C E Primary School				
Academic Year	2017-18	Total PP budget (Sept17–Mar18)-	£8,283	Date of most recent PP Review	Nov '17
Total number of pupils	137	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Jan '18

2. Current attainment (2016-7)

	Pupils eligible for PP
% achieving Expected+ level in reading	83%
% achieving Expected+ level in writing	42%
% achieving Expected+ level in maths	83%
% achieving Expected+ level in reading, writing & maths (or equivalent)	33%

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	Social, Emotional, Mental and Health Needs – several children display weaker behaviour for learning emanating from these needs. Some children lack self-confidence, lack self-esteem or struggle to be ready for learning.
B.	Behaviour issues for a small group of children are having detrimental effect on their academic progress.
C.	

External barriers (issues which also require action outside school, such as low attendance rates)

D.	n/a
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4. Desired outcomes (Desired outcomes and how they will be measured)

	Success criteria
A.	Children will have increased confidence to tackle learning in class. Pupils eligible for PP make increased progress so that by the end of the year the gap in achievement has diminished.
B.	There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class. Incidents recorded reduces.

5. Planned expenditure					
Academic year	2017-18				
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?
Children make increased progress so that by the end of the year the gap in achievement has diminished	Teach KS2 classes in Year Groups of 20 children in mornings.	The EEF Toolkit recognises that reducing class size appears to result in additional progress for pupils. Most (all bar 1) PP children are currently in KS2.	Employ additional teacher in order to teach 4 KS2 Year groups. Monitor progress at Pupil progress meetings.	Jl	Terms 1,2,3,4,5,6
Children will have increased confidence to tackle learning in class.	Provide well differentiated activities to suit the learning of all children in the class.	Providing different ways for children to access learning is a key element of Quality First teaching.	Review differentiation in a Staff meeting. Review differentiation as part of planning and book scrutinies.	Jl Jl	Term 2 2017 Term 3 2018
There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class.	Whole school Behaviour Policy implemented consistently across school.	The NfER report on supporting the attainment of disadvantaged pupils suggests that successful schools had initially attended to behaviour issues.	Involve staff in developing the policy. Review effectiveness through Pupil Progress meetings.	Jl Jl	Term 1 2017 Term 1,2,3,4,5,6.
Total budgeted cost					£7,000
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?

Children will have increased confidence to tackle learning in class.	Use TA to provide targeted support to small group.(Existing resource)	Some of the children need targeted support to catch up and become more confident that they can tackle learning independently.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	GL-H	December 2017
There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class	Provide TA support and use strategies for children's specific needs. (Introduce Dec 2017)	Providing input and an adapted timetable will give maximum opportunity for learning. (14wks x £100 for additional time)	Create timetable for TA. Ensure TA has access to weekly planning.	KR/LP	Feb 2018

Total budgeted cost £1,400

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?
Children will have increased confidence to tackle learning in class.	Children attend Forest School – 2 hours weekly	Forest School has been shown to help develop children's emotional well-being, risk taking and independence.	Employ trained Forest School leader supported by 2 TAs who know the children.	Jl	Dec 2017

Total budgeted cost £5,000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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
Children will have increased confidence to tackle learning in class.	Provide well differentiated activities to suit the learning of all children in the class.	Medium-Low – Differentiation was within mixed age classes and sometimes the PP children needed greater scaffolding/refocusing.	In some classes the mix of children needed more support from an adult. Just providing differentiated tasks was not sufficient for them to access the learning. The nature of these specific children means they need adult support.	None

There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class.	Use strategies from Sevenoaks Specialist Schools Service advisor to eliminate low level class disruption and playground incidents.	In playground - Number of incidents recorded overall reduced. However, for certain children behaviour not consistently good. Issues arise from children's impulsiveness in certain types of games. In the classroom behaviour issues still arose despite a number of strategies being employed: own work spaces, ear defenders, etc.	Continue to introduce children to play games which don't revolve around fighting/Power Rangers etc. Identify adult to support play at lunchtimes	None
ii. 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
Children will have increased confidence to tackle learning in class.	Use TA to provide targeted support to small group.	High in Year 6 last year – all (not PP) children made expected standards and some from low KS1 base.	Can we provide this across all 3 KS2 classes.	£16,000
There is a decrease in behaviour issues for specific children which in turn permits a greater readiness for learning in class	Provide TA support and use strategies for children's specific needs.	Where 1:1 TA in place we used this support with other PP/non-PP children. Behaviour in class did improve for PP child and small improvements in learning.	Continue with additional adult support.	
iii. Other approaches				
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
Children will have increased confidence to tackle learning in class.	Children attend Forest School – 2 hours weekly.	The impact is slow to show in class but the staff have seen developments in the children's behaviour in the forest.. Confident to use sharp implements and sensibly. The children enjoy this intervention.	We can see some benefits socially/emotionally but not sure of the impact in class.	£3,000

Children will have increased confidence to tackle learning in class.	Sensory Circuits	Low: whilst this was a good activity/learning break for some chn it did not show impact in lessons.	Changes of staffing and resourcing meant this was not delivered as regularly as intended. Hard to find space in hall timetable some days. Could try before school if space in hall.	
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7. Additional detail
<ul style="list-style-type: none"> In this section you can annex or refer to additional information which you have used to inform the statement above.