

Pupil premium strategy statement

1. Summary information					
School	Crockham Hill C E Primary School				
Academic Year	2019-20	Total PP budget (Sept 19-Mar20)	£9,900	Date of most recent PP Review	July'19
Total number of pupils	143	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Dec '19
2. Current attainment (2018-19)					
			Pupils eligible for PP18-19		
% achieving Expected+ level in reading			91%		
% achieving Expected+ level in writing			73%		
% achieving Expected+ level in maths			73%		
% achieving Expected+ level in reading, writing & maths (or equivalent)			64%		
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				
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		2019-20			
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.	Highlight differentiation as an expectation in Staff INSET. Review differentiation as part of planning and book scrutinies.	Jl Jl	Term 1 2019 Term 2 2019
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 2019 Term 1,2,3,4,5,6.
					£18,000
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.	Jl	December 2019
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.	Providing input and an adapted timetable will give maximum opportunity for learning.	Create timetable for TA. Ensure TA has access to weekly planning.	NR/CK	October 2019
Total budgeted cost					£1,500
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?
n/a	n/a	n/a	n/a	n/a	n/a
Total budgeted cost					n/a
6. Review of expenditure					
Previous Academic Year 2018-19					
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 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.	Progress not consistent for all PP chn and not consistent in subjects. The intervention has improved progress for some non-PP children too.	PP cohort will change in 2018-19 SO we shall continue this approach for one more year to support the weaker cohorts who have gaps. .	£15K	

Children will have increased confidence to tackle learning in class.	Provide well differentiated activities to suit the learning of all children in the class.	Some teachers more adept at this than others. Less differentiation seen in non-core subjects.	Introduce again in September on INSET – our expectations. Also linked to Challenge expectations in SDP.	None
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 1 PP child for whom behaviour issues are impacting in a significant way in the classroom improved significantly but there are still issues outside the classroom.	Re-look at the Behaviour Policy with all staff in September INSET. Provide a Personal Behaviour plan for the 1 child.	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 –particularly in Upper KS2 the TA is adept at motivating and giving chn confidence. (Cannot report on outcomes as cohort so small anonymity may be compromised)	Using TAs in classes supporting both PP and non-PP children according to needs.	£1.4K Already accounted for
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	Lessons learned	Cost

		on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Children will have increased confidence to tackle learning in class.	Sensory Circuits	High – this has helped 1 PP and 1 non-PP child to be classroom ready Led to significant impact in learning in class.	Continue and extend to another 2 children.	Cost of adult already accounted for

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.