

1. Summary information					
School	Crowmoor Primary School				
Academic Year	2016/2017	Total PP budget	£108,653.92	Date of most recent PP Review	July 2017
Total number of pupils	183	Number of pupils eligible for PP	93	Date for next internal review of this strategy	

2. Current attainment (summer 2016)										
Percentage of children achieving the expected standard at the end of each year (2015-16).	Reading		Writing		Maths		Our school		National Average	
	Exp std	Exp or better Progress	Exp std	Exp or better Progress	Exp std	Exp or better Progress	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
Year 1	40%	44%	40%	40%	33%	33%	11(42%)	15(58%)		
Year 2	58%	83%	58%	83%	50%	100%	12(54%)	10(46%)		
Year 3	83%	100%	75%	100%	83%	100%	13(54%)	11(46%)		
Year 4	54%	93%	31%	93%	38%	100%	14(56%)	11(44%)		
Year 5	67%	89%	56%	89%	67%	89%	9(53%)	8(47%)		
Year 6	36%	100%	27%	89%	27%	100%	11(50%)	11(50%)		
% achieving expected or above in reading, writing & maths (End of KS2)							18%			

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.	Limited real life experiences beyond the immediate vicinity of Monkmoor
B.	Poor language skills impacting on both verbal and reading abilities
C.	Parental/carers abilities to be able to support their children's learning (especially once they are in UKS2)

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Housing issues: including overcrowding, poor living conditions, risk of evictions, temporary arrangements	
E.	Vulnerable children	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	All pupils to achieve higher than National Averages in all subject areas and at all four comparable points.	All data reports/Pupil Progress Docs
B.	Pupils to have similar opportunities/experiences during their time at primary school as those from more supported backgrounds areas.	Curriculum maps
C.	Pupils to leave Crowmoor as confident and determined learners ready to succeed in their various secondary schools.	End of KS2 data/evidence trails
D.	Families to feel suitably supported by the school so they are then able to focus on supporting their children's learning.	Case studies/all parental feedback

5. Planned expenditure					
Academic year		2016/2017			
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?
Confident and articulate learners	1)Teacher/Pupil learning discussions 3x a year =£ 1140	1) Evidence from the previous year highlights the importance and impact of pupils being able to articulate their own learning, progress and targets. Shared learning conversations between pupils and their teachers “redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.	1) These discussions will be monitored by the DH/HT whilst happening and then pupils asked regarding their targets during informal drop-ins.	RW/AP	Termly
	2)Additional teacher for foundation subjects and smaller cohorts =£28219	2) We believe at Crowmoor that it is vital to provide children with a broad and balanced curriculum that is delivered through high quality teaching. By employing a Music and French specialist we firmly believe this will help motivate and improve outcomes for disadvantaged children, who do not receive these opportunities outside of school.	2) The progress and attainment data for pp groups will be analysed in the termly Pupil Progress documents. These groups will also be monitored through book monitoring, drop-ins and full lesson observations.	RW/AP	Termly

Swift identifications in EYFS	3) Additional Teacher to help raise attainment in our Foundation Stage =£22244	3) Over the past 2-3 years, there has been a significant increase in the number of pupils starting in our Nursery and Reception with additional needs. As such, we believe that if we are going to be able to meet the academic, social and emotional needs of these pupils, during their time at Crowmoor, it is imperative that we focus on this early identification in order to get the necessary resources to be able to support them adequately.	3) This teacher will be lined managed by the DH and the Phase Leader for EYFS. EYFS phase meetings and pupil progress documentation will highlight the utilisation and impact of this additional teacher. RW working closely with the EYFS lead this year to review the impact of these staffing arrangements.	RW/AP BJ	Termly pupil progress meetings with AP RW & BJ to meet fortnightly.
	4) Speech and language specialist =£4848	4) Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	4) This teacher will be line managed by the EYFS phase leader. Regular meetings will occur and a report produced on the progress of the pp children.	RW/AP BJ	Termly

Total budgeted cost

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?
Ensuring physical and mental well-being	1) Homework club = £8165 2) Pastoral Team and Family Support = £18335	1) Through our pupil premium funding, the evidence shows that these pupils are more punctual, have improved attendance, are more ready to learn and have additional support to complete reading and homework tasks. 2) This provision has always been crucial to the structure at Crowmoor as it enables teachers to devote their full time and attention to teaching whilst pastoral issues with children and families are supported by this team. Families who have been supported frequently comment on their gratefulness.	1) Tracking of children and the progress being made. 2) This team is led by P.O. who meets regularly with AP to ensure full effectiveness.	SLT PO/HC initially supported by RW	Half termly Termly

6. Review of expenditure Summer 2017

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact: Did we meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Confident and articulate learners	<p>1)Teacher/Pupil learning discussions 3x a year</p> <p>2)Additional teacher for foundation subjects and smaller cohorts</p>	<p>This has not been consistent. The children have a clearer understanding of their next steps. The teachers also found these meetings helped the children refocus.</p> <p>There has been an increase in the amount of pp children taking up music. The children are also enjoying high quality French lessons. There has been an increase in attainment for pp children. The choir numbers have also increased. Parents have also commented positively!</p>	<p>To increase the amount of learning conversations to 6. They need to happen in the EYFS stage too. They need to happen every half term rather than every term. Plan the dates in the strategic diary. Everyone is to do the meetings at the same time.</p> <p>The additional teacher is to be kept on for the next academic year. iPads to be utilised to increase engagement in music. Explore different apps. The music teacher also feels this would be good. Cross curricular links with I.T. This has helped vulnerable children. More have joined the choir and taken a greater interest in music, but it has also raised attainment for these children too. They have become more focused in lessons.</p>	
Swift identifications in EYFS	<p>Additional Teacher to help raise attainment in our Foundation Stage</p> <p>4)Speech and language specialist</p>	<p>The cohort are on track to meet national. Over a third of the class are summer born. This is the third year running the school will be in line with national.</p> <p>The speech and language specialist has helped improve outcomes for pp children across the school from their starting points. She has also managed to support KS1 and 2 teachers across the school by setting targets for children with language needs.</p>	<p>Having two teachers in the EYFS is giving the children of Crowmoor the best possible start they could have. Over 60% of PP children achieved the expected standard in Reading, Writing and Maths.</p> <p>Her employment will continue next year with a specific focus on EYFS</p>	

ii. Targeted support

Desired outcome	Chosen action / approach	Impact: Did we meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Ensuring physical and mental well-being	<p>Homework club</p> <p>Pastoral Team and Family Support</p>	<p>There has been an increased uptake of homework club. Children have been specifically targeted and their parents contacted to be involved in homework club. Teachers have commented that it is having an impact on the learning of the pp children in their class. Attendance has improved. Parents have been very happy with the homework club. Some commented that their child refuses to work at home and the club helps to combat this.</p> <p>The care and support for the children has been met, but it has impacted on teaching staff.</p>	<p>Some pp children are reluctant to attend the club. However, there needs to be a greater focus on the use of I.T. especially mathematics and number gym. We have changed the finish times of when children can be picked up before or after food.</p> <p>Despite large financial cuts the learning mentor has been retained. There needs to be a bigger pastoral team for the volume of support needed. We have increased the number of child protection leads. A lot of teachers have had to be involved in meetings. Additional adults have been used in the afternoons to support the needs of the children. It is proving very challenging. A large number of children with behavioural needs have also transferred into the school from other schools and they require a lot of support.</p>	

Diminishing any differences	<p>Additional targeted support in the afternoon</p> <p>Targeted support for Year 1 and 2 Pupil Premium</p>	<p>This has proven successful. Year 3, 4 and 5 children were targeted for these interventions. In year 3 92% made exp+ progress in reading and maths. In year 4 75% made exp+ progress and 100% in maths. In year 5 92% made exp+ progress in reading and maths. The year 4 class has had a lot of pastoral support for particular challenging children. The school also has a large number of transfer in children from other schools</p> <p>The 'Tardis' intervention room has proven successful year on year particularly in year 2. It has had a greater impact in year 2. See progress on new strategy document.</p> <p>It was introduced this year into year 1 to support the children's learning. 6 pp children finished the EYFS at emerging. There is a high level of need in terms of learning difficulties and behavioural needs. It has had a positive impact in year 1 with children's progress.</p>	<p>This needs to continue for next year. However, the pastoral team needs to be bigger to help teachers deal with the needs of vulnerable children. A significant proportion of children across the school have required this. At times the interventions could not take place due to the intervention adult having to support the child pastorally.</p> <p>There needs to be a greater focus on the personal, social and emotional development of the children in the EYFS. Too many children are coming into year 1 with behavioural issues. Although teachers model the correct way of behaving, this needs to be transferred and monitored more frequently outside of the classroom by all adults and not just teachers. A club of how to behave could be introduced for next year for targeted children. A greater focus on PSHE across the school is needed. The current curriculum is being reviewed and evaluated. A PSHE curriculum would need to be investigated. E.g. PSHE Association. The DH is currently in contact with other schools in similar catchments. Nurture room.</p>	
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iii. Other approaches

Desired outcome	Chosen action / approach	Impact: Did we meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Widening life experiences	Residential visits and Coach trips	Yes. The children value and enjoy the trips. The evidence for this has been gathered through pupil conversations and the SLT speaking to the children separately.	More targeted days out for the most vulnerable pp children. A lot of our children experience a wide range of difficult circumstances from time to time. They face many barriers to learning. The school feels it is important to raise their self-esteem and confidence. They will be accompanied by the pastoral team on the trip. We want to build life experiences outside the local area.	
Supporting positive relationships development	Attendance and behaviour celebrations	Yes. This has helped increase attendance. The children have commented that they really enjoy these celebrations.	The children need a visual of attendance. There is a large thermometer ordered to put up to show the attendance percentages for each week.	

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7. Additional detail

The approaches that have been put into place have been successful. These approaches will continue next year, but the current pastoral support has been reviewed. A larger team of support needs to be deployed to support the needs of the children across the school so it doesn't have any impact on teaching staff. A social/fun club for year 6 children will be put in place for next year as the current year 6 children thought the club was great. They commented it gave them some down time and relieved some of the stress they were feeling towards their end of KS2 exams.