



## Archbishop Cranmer CE Primary Academy Pupil Premium Strategy 2019-20

1. Summary Information			
<b>Academic Year</b>	2019/20	<b>Total PP budget (Financial Year)</b>	£27,720 (+£900 service)
<b>Total number of pupils</b>	158	<b>Number of pupils eligible for DPG</b>	19 (12%)

Review of expenditure for academic year: 2018/19				
	<i>Item/Project</i>	<i>Cost</i>	<i>Impact</i>	<i>Lessons Learned</i>
<b>1</b>	Pre and post teaching Smaller teaching groups Additional teacher in KS2 to split Y3, 4, 5 for writing and maths.	£15,237	<p>Enabled pupils to access the curriculum more readily. 94% of children in receipt of pupil premium achieved their termly target in reading and writing and 88% in maths. 88% of children reached RWM combined compared to 89% NPP.</p> <p>However, the Non-Disadvantaged are out performing in the DP in the attainment of ARE and GDS in reading, writing and maths.</p>	<p>In order to analyse how well the additional funding provided through the pupil premium is contributing to disadvantaged pupils' achievements a more stringent and thorough tracking system needs to be introduced.</p> <p>Target DP and offer all pupils varied opportunities which offer progression through the key stage.</p> <p>Ensure flexible grouping is carried out and teaching partners are being used effectively in class.</p> <p>Implement 'Focus Group strategy to ensure no gap arises. A 'keep up' intervention at point of teach/ marking.</p>



2	LVS 2 volunteers (one is a teacher) Library van Head Start and KS2 scheme for progression	£720	<p>All disadvantaged children more confident with reading and writing. 93% of children achieved their termly target in reading and writing and 29% achieved GDS in reading.</p> <p>However only 59% of DP achieved ARE in reading compared to 89% and 59% in writing compared to 77%.</p>	<p>Continue with the support but ensure delivery is effective as children missing class time for intervention.</p> <p>Analyse impact of Headstart. Ensure it is being used consistently across year groups and is embedded within the curriculum.</p>
3	Focussed interventions.	£5,086	<p>100% of children currently in year 6 and 4, in receipt of pupil premium, achieved ARE in reading, writing and maths in comparison to 76% (Y6) and 75% (Y4).</p> <p>Over 90% of disadvantaged pupils achieved their termly targets in reading and writing and 86% in maths ensure 86% of disadvantaged pupils achieved their potential.</p>	<p>Through effective AfL – target groups will form to ensure the minimising of the DP gap to raise attainment across all year groups.</p> <p>Evaluate that the interventions are raising the achievement of disadvantaged pupils and adjust strategies which are not working well enough.</p>
4	Invest in reading scheme.	£255	<p>Improvements in reading: In 2018/19 65% achieved ARE in reading compared to 47% in 2017/18.</p> <p>In 2018/19 30% achieved GDS in reading compared to 2017/18 where just 20% of PP achieved GDS.</p>	<p>Ensure reading scheme is being used consistently across year groups and is embedded within the curriculum.</p>
5	Contributions partly or in full for residentials and curriculum enrichment/ enhancement including extra curricular	£4,382	<p>A variety of visits were provided and subsidised for DP which ensured that 100% of DP had the opportunity to attend. This allowed them to access wider opportunities (such as team building and problem solving) and offered experiences which they are subsequently able to draw on in their academic and social learning.</p> <p>Wider curriculum opportunities (instruments/music lessons</p>	<p>Continue to target DP and offer all pupils varied opportunities which offer progression through the key stage.</p> <p>Continue with Young Voices and other music provision.</p>



		and other opportunities to perform) from external as well as in-house providers means that a greater proportion of children have been able to extend their success beyond the classroom. More children were enabled to achieve academically through improved self-esteem and confidence. Children accessing music interventions are showing greater self-esteem and resilience and readiness-to-learn.	
	£25,680		

1.	Barriers to learning: 2019/20	Success Criteria
A	Poor retention of curriculum knowledge and skills.	Pupil progress for pupil premium children will be equal to other children or better throughout the year. The average point score of this group will be equal to or above other school groups. Impact reports will show progress for pupil premium children and their targets being consistently met on the PLE. PLE meetings will show that pupil premium children are performing well. Targeted interventions being held effectively through rigorous gap analysis as well as effective.
B	Gaps in knowledge including non-negotiables.	Pupil premium children's social, emotional and behavioural needs are being met through carefully planned intervention by the school's Take Care Team. Compensating for external factors through increased learning opportunities. AfL to inform grab and grow in response to marking (within the week- APOT). DP being targeted for consolidation or progression through questioning during/after lesson as part of effective marking and quality teaching.
C	Parents with low literacy and numeracy skills so children not able to be supported at home with reading/spelling/homework etc	Families of children who qualify for pupil premium are supported by school. Building capacity through structured intervention and by providing a rich and balanced curriculum with a wealth of opportunities both inside and outside school. Provide a culture of opportunity for DP by offering greater opportunities within extra-curricular events such as residential and performance opportunities.
D	Emotional Wellbeing	Children have strategies to overcome SEMH needs so they are ready to learn.

<b>2. Planned expenditure for academic year: 2019/20</b>	
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	<i>Item/Project</i>	<i>Cost (Approx)</i>	<i>Links to barrier</i>	<i>Expected Impact</i>	<i>Evidence/Rationale for this choice.</i>
<b>1</b>	Wellbeing interventions and therapeutic support.	£300	<b>D</b> Improve social and emotional skills and wellbeing.	A higher proportion of children, across the school, will access learning. As a result, they will catch-up and achieve their potential in-line with their NDP peers.	The toolkit created by The Sutton and the EEF (Education Endowment Foundation) suggests that "SEL (Social and Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)"
<b>2</b>	TP targeted interventions (G&G and TG)	£20,000	<b>A,B</b> Effective targeting of DP children	To ensure that DP are challenged in Reading, Writing and Maths so that progress and combined attainment is greater than 2019 in comparison to NDP.	<p>The toolkit created by The Sutton and the EEF (Education Endowment Foundation) shows that "teachers and TAs work together effectively, lead to increases in attainment".</p> <p>Similarly, there is research which focuses on teaching assistants who provide one to one or small group support - "often support is based on a clearly specified approach which teaching assistants have been trained to deliver". These groups show a stronger positive benefit of between three and five additional months on average.</p>
<b>3</b>	Residentials, trips, extra-curricular opportunities (inc. music etc.)	£4,400	<b>C</b> Provide a culture of opportunity.	Offer children a range of extra-curricular opportunities which enables each child to achieve their full potential and break down any barriers to learning.	According to the toolkit, created by The Sutton and the EEF (Education Endowment Foundation), shows that overall, studies of adventure learning interventions consistently show



				<p>To continue to cement the intent of the Archbishop Cranmer values-based curriculum to best match the academic and personal needs of all pupils so that progress is evidenced throughout a broad and balanced provision.</p>	<p>positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.</p>
4	PP Lead (staff CPD, TLR, L&M time)	£3,000	<p><b>A, B, C</b> Quality first teaching of all staff.</p>	<p>PPG lead to continue supporting and implementing strategies to improve the quality of teaching for all staff through CPD (developing and learning, quality assurance, effective group work).</p> <p>Effective monitoring and evaluation to take place (work scrutiny, provision checks, impact reporting, data analysis, learning walks) to probe analysis of the quality of teaching and its impact on progress made by different groups of pupils.</p> <p>All staff will continue to be aware of DP and therefore be targeting effectively to diminish the gaps.</p> <p>High attainers will be pushed through the effective training and CPD of DP lead and staff members (working with high achievers) to ensure good progress through KS2.</p>	<p>"Supporting the attainment of disadvantaged pupils: Briefing for School Leaders" by the DfE (2015) identifies that "More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs".</p> <p>In order to do this, there needs to be a Pupil Premium Leader, monitoring</p>



					provision and directing it appropriately to ensure the attainment gap narrows.
5	Attendance and Punctuality	£200	<b>B</b> Improved DP attendance and punctuality.	To continue to ensure attendance and punctuality are in-line with national and to reduce the levels of persistent absenteeism for targeted children.  2019 saw 95% attendance for children in receipt of pupil premium compared to 96% Non PP.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.
		£27,900			

To be reviewed: September 2020