

z Pupil premium strategy statement (primary)

1. Summary information					
School	Culverstone Green Primary School				
Academic Year	2018-2019	Total PP budget	£39,288	Date of most recent PP Review	Sept 2018
Total number of pupils	208	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47.4%	74.7%
% making progress in reading	94.7%	88.9%
% making progress in writing	94.7%	90.7%
% making progress in maths	94.7%	92.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor speaking and listening skills limiting phonic / reading progress in KS1	
B.	Low starting points, nearly 95% of PP made progress but only 50% achieved ARE in reading, writing and maths	
C.	Lack of basic skills in maths, reading and writing (low combined RWM).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Mental health resulting in low self-esteem and poor resilience	
E.	Poor attendance	
F.	Lack of parental engagement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved phonics attainment and reading results at the end of KS1 at ARE and GD for PP pupils	The percentage of PP pupils achieving ARE and GD will increase
B.	Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment	Pupils eligible for PP funding will narrow the gap between them and their non-PP peers

C.	Basic skills are secure supported through intervention	Reading ages increase at an accelerated rate and arithmetic will be more fluent
D.	Pupils eligible for PP funding attitudes to school and learning will improve	Children eligible for PP funding will have a more positive outlook on their learning and school in general. This will be evidenced through PP Champion logs
E.	Pupils eligible for PP funding will have higher rates of attendance and fewer lateness	PP pupils will have fewer lateness and absences
F.	Parents will have an increased awareness of their children's learning	More parents will attend parents evening and their engagement with their children's learning will improve (i.e. support with reading / home learning etc.)

5. Planned expenditure

Academic year

2018-2019

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?
A.Improved attainment results at the end of KS1 at ARE and GD for PP pupils in RWM	Provide dedicated adult support through carefully chosen interventions: SALT programmes Language for Literacy RWI 1:1 Enriching vocabulary using high quality texts as well as Forest schools and Outdoor Learning Numicon / Big Maths Focussed support for basic mathematical concepts	From an analysis of the school's data, it can be seen that we help the children make good / accelerated progress in all areas however the combined RWM percentage is lower than we would like. This is due to the children's low starting points. According to the EEF, carefully selected interventions that are implemented by highly trained and motivated staff are an effective way to improve attainment. We feel that an increased level of intervention in the EY setting as well as KS1 will prove effective in raising the number of PP children achieving a GLD or ARE in RWM.	Ongoing training and updates to specific staff. Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued. Careful tracking the children's progress.	J Huggett L Dalmedo A Monghan F Ashford	Dec 2018 Feb 2019 May 2019 July 2019
B. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment (in reading and writing)	Provide dedicated adult support through carefully chosen interventions: Reading Comprehension Reading fluency Volunteer Readers (VIPERS training) Target writing groups 1:1 tutoring Writing groups	All prior attainment groups that are eligible for PP are making less progress than other pupils across KS2 in reading. We want to ensure that PP children have the opportunities to achieve ARE. We want to ensure all PP children are involved in reading interventions and have more opportunities to read in school. Book banding is embedded and the children are aware of the band from which they should be choosing books from.	Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued. PP children will talk about their reading during their PP mentor time Volunteer readers will be trained in line with VIPERS	J Huggett F Ashford L Dalmedo	Dec 2018 Feb 2019 May 2019 July 2019
C. Accelerated progress across KS2 for pupils eligible for PP funding leading to increased attainment (in maths)	Provide dedicated adult support through carefully chosen interventions: Growth Mindset Maths project Times table revision Maths reasoning Big Maths (Numicon)	Some of the children need targeted maths support to allow them to catch up. Big Maths is a programme that has been independently evaluated and shown to be effective in other schools. From an in-house research project, we found a Growth Mindset Maths intervention was highly successful and so this is something we are rolling out to different year groups / PP groups	Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued. PP children will talk about their maths during PP mentor time. They will have a greater level of enthusiasm and confidence in maths	J Huggett M Ashford L Dalmedo T Ricketts	Dec 2018 Feb 2019 May 2019 July 2019

<p>D.Pupils eligible for PP funding attitudes to school and learning will improve</p> <p>F. Parents will have an increased awareness of their children's learning</p>	<p>Provide dedicated adult support through carefully chosen interventions:</p> <p>Growth Mindset Maths project</p> <p>PP Champion Mentors</p> <p>Trial improved communication with parents via technology platforms</p>	<p>We introduced PP Champions to give the children opportunity to have some 1:1 time with a dedication member of staff who is there just for them. It is their time to talk about anything they want to as well as for the staff member to talk about the children's learning and to 'drip feed' messages of positivity (see training from Andy Cope), high aspirations and a Growth Mindset approach as advocated by the EEF.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Our research using the Growth Mindset Maths project proved very successful with 5 pupils increasing their arithmetic scores by an average of 28% in just one month. One pupil made a 40% improvement.</p>	<p>Time given to staff to prepare their intervention as well as feedback to CT / PP Leader to ensure they know their interventions are valued.</p> <p>Careful tracking the children's progress.</p> <p>Improved communication and parental involvement.</p>	<p>J Huggett M Ashford PP Mentors T Ricketts S Ridout</p>	<p>Dec 2018 Feb 2019 May 2019 July 2019</p>
Total budgeted cost					£13,463.29
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>Pupils eligible for PP funding attitudes to school and learning will improve</p>	<p>Continue in-house counselling service to help children who have barriers to learning through mental health or external factors.</p> <p>Pastoral Support</p> <p>Time with carefully chosen adult</p> <p>PP Mentors</p>	<p>We know that pupils eligible for PP funding receive less emotional support at home and often the parents have a negative view of school.</p> <p>We also know that pupils eligible for PP funding have a lower opinion of themselves in terms of being a learner</p>	<p>Counselling service will be provided by our Pastoral Support who is trained and monitored.</p> <p>PP Mentors will meet regularly with PP lead and communicate findings with staff and parents as appropriate</p>	<p>R Rodwell PP Mentors J Huggett</p>	<p>Dec 2018 Feb 2019 May 2019 July 2019</p>

Pupils eligible for PP funding have fewer incidents of inappropriate behaviour and attitude to school will improve	Continue Lunchtime Nurture Club for children who struggle with their behaviour at play and lunchtimes Lunchtime Nurture Club Time with carefully chosen adults PP Mentors	We know that some of our children with funding receive the majority of their behaviour incidents at play and lunchtime. This has an adverse effect on their afternoon learning and impacts on their progress in the classroom or during any additional intervention.	Provide training on social skills. Organise timetables to ensure staff delivering provision have sufficient preparation and delivery time.	R Rodwell	Dec 2018 Feb 2019 May 2019 July 2019
Pupils eligible for PP funding have higher rates of attendance	SEASS attendance service will target this group of learners with a target of 97%	We know that our two most vulnerable groups for attendance are PP and SEND. Additional support, communication (through PP Mentors) for these children and their families will increase attendance.	Bi-weekly meetings with SEASS to review family targets Termly report given to HT	R Doughty	On-going
Parents will have an increased awareness of their children's learning	Time with carefully chosen adults PP Mentors Time for PP Mentors to fill in their logs and communicate electronically with parents	We know that pupils eligible for PP funding receive less emotional support at home and often the parents have a negative view of school. We want to improve the engagement of parents so that they feel more involved in the education of their children and know the next steps to support their learning.	Bi-weekly meetings of PP mentors Meeting logs filled in Electronic communication with parents Increased attendance of Parents' Evenings	PP Mentors J Huggett	On-going
Total budgeted cost					£8,460.12
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?
Improve punctuality rates for pupils eligible for PP funding	Provide a free breakfast club for funded pupils to begin at 7:45 daily	We know that providing a healthy breakfast in a calm, well supported environment will promote learning	Provide training on social skills. Ensure breakfast club staff have the time to plan and resource their club.	R Doughty R Rodwell	On-going
Private tutoring	Provide tutoring for selected pupils	EEF Toolkit shows increased rates of progress from 1:1 tuition.	External provider employed for targeted pupils	L Dalmedo	Dec 2018 Feb 2019 May 2019 July 2019
Total budgeted cost					£5,220

6. Review of expenditure				
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Previous Academic Year	To be completed July 2019
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i. Quality of teaching for all				
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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

ii. Targeted support				
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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

iii. Other approaches				
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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

7. Additional detail				
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In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk