

Pupil Premium Audit – Cranmere Primary School

1. Summary information					
School	Cranmere Primary School				
Academic Year	20/21	Total PP budget	87045	Date of most recent PP Review	07/2020
Total number of pupils	432	Number of pupils eligible for PP	65	Date for next internal review of this strategy	7/2021
2. Current attainment (Year 6 2020 - 21)					
Due to Covid-19 , this assessment data is taken from our predictions from Spring 2 Data.		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils Eligible for PP (National)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		50%	80.4%	Due to Covid-19 and the cancellation of KS2 Assessments, we do not have National Data. The data here is taken from our last assessments in Year 6 Spring 1	
% achieving expected standard or above in reading		75%	87%		
% achieving expected standard or above in maths		62.5%	84.8%		
% achieving expected standard or above in writing		50%	87%		
% achieving expected standard or above in GPS		No data	No data		
Average scaled score in Reading					
Average scaled score in Maths					

Average scaled score in GPS			
Progress score for Reading			
Progress score for Maths			
Progress score for Writing			
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Poor maths calculation skills limit PP children's ability to reason independently.		
B	PP children do not have the ability to write over a sustained time.		
C	Grammar understanding of PP children not secure which limits their progress in writing.		
D	21% of our PP children have SEN and PP y if needs. Not only PP, but vulnerable and/or SEND.		
E	Spelling skills of PP children are less strong that core groups.		
F	Phonic acquisition is slower for some PP children which slows progress in reading in EYFS and KS1 (45% of Pupil Premium children did not make expected progress in phonics and reading in Year 1)		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			

G	Lack of technology at home during Covid-19 mean that only 43% of PP children accessed Home learning platforms, 32% Google classroom.	
H	Parental engagement in school (and home-schooling during Covid-19)	
I	Social- Emotional skill needs	
J	Less opportunities for extracurricular clubs and sports outside school	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The difference of PP to non PP attainment of in Maths across the school will continue narrow.	Across the school the difference will diminish from 11.8% to 5% by July 2021
B.	The number of PP children reaching ARE in Writing will be in line with Non PP children	The number of PP children on track for achieving ARE will increase to 85% in reading, 75% in Writing and 85% in Maths
C.	The grammar understanding of the PP children will develop, which will develop their writing skills	By July 2021, PP children will have made at least average progress in their writing.
D.	Working under the direction of the SENCO, PP children who have additional SEN needs will make at least average progress.	By July 2021, at least 80% of our SEN PP group will have made average progress.
E.	All PP, who do not have additional SEN need, have at least average spelling ages.	By July 2021. All PP children will have an increase of spelling age of more than 1 year.
F.	With extra support, Pupil Premium is not a barrier to meeting the expected phonic standard by 2021	By Summer 2021, the number of PP children who reach the expected phonic standard in Year 1 and Year 2 (due to Covid) will be at least 80%

G	All PP children have access to the online support platforms in school to try to plug the gap caused by Covid-19	All PP children will access our online programs at least 3 times a week in school.
H	Parents feel equipped enough to deliver home learning if lockdown reoccurs.	By 30 th September 2020, all PP children understand how to access Google Classroom and the benefits of this during Lockdown if needed.
H	Parents engage with school by attending parents evenings and communicating to teachers through normal communication channels	School make contact with Pupil Premium families at least once a half term.
I	Children feel happy and secure in school and know where to get help if needed	By July 2021, all pupil premium children report to being safe and happy in school and can tell an adult where to go if they need help
J	That PP children participate in the same extra-curricular clubs and sports competitions as other children	By July 2020, the number of PP children participating in an after school club will increase from 5% in 2019 to 20% in 2020.

4. Planned expenditure

Academic year **2020-2021**

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	The difference of PP to non PP attainment of in Maths across the school will continue narrow.	Whole school approach on timestables and application to problems	On analysis, it was PP children often struggle their maths to written problems, or have strategies to solve them. By doing a whole school focus on this, children will be given skills to attack a range of problems.	Monitoring by SLT	Maths Lead	Termly implementation.
A	The difference of PP to non PP attainment of in Maths across the school will continue narrow	RM Maths	Last year, when used consistently, this had a significant impact on the children's maths understanding.	Timetabled sessions for PP children. Allocated Learn pad in class bubbles for RM Maths Monitored regularly by AHT and SENCO	AHT SENC O	Half termly.

C	<p>The number of PP children reaching ARE in Writing will be in line with Non PP children</p> <p>The grammar understanding of the PP children will develop, which will develop their writing skills</p>	Colourful semantics	<p>Across the school, writing seems to be the major barrier for children achieving the national standard in RWM.</p> <p>A colourful semantics program focus in KS1 and then for interventions across the school will change this.</p>	Monitoring by SLT and Teachers	Literacy Lead	Termly with book looks and Learning walks.
E	All PP, who do not have additional SEN need, have at least average spelling ages.	No Nonsense Spelling whole school spelling scheme	<p>Across the school , spelling is often the barrier or writing progress.</p> <p>A progressive scheme of teaching spelling will develop the application of spelling rules.</p>	<p>English Lead to train staff on No Nonsense and provide support when needed.</p> <p>Resource books purchased for each year group.</p>	Literacy lead	<p>Half termly monitoring of spelling planning.</p> <p>Termly High Frequency Word test.</p>
H	Engagement in school (and homeschooling during Covid-19Parental)	Support videos of English and Maths	Parents often report that they do not understand terminology or know how to support their children. Video presentations can used to assist this.	Time given to subject leads to produce. Regularly reviewed to add different videos in response to parent request		Parent Voice taken in July 2021,
Total budgeted cost						26650

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?
D	Working under the direction of the SENCO, PP children who have additional SEN needs will make at least average progress.	SEN TA and Teacher specific interventions	By providing SEN TA to deliver targeted groups across the school, children will be more likely to make expected progress.	Measures of progress within intervention programmes Constant Evaluation of effectiveness	SENC O	Termly analysis of impact
B	The number of PP children reaching ARE in Writing will be in line with Non PP children	Targeted small group work by specialist teachers	Smaller teacher groups and specialist writing teaching will develop the skills.	SENCO monitoring AHT and HT review progress	SENC O	Start and End point analysis.
F	With extra support, Pupil Premium is not a barrier to meeting the expected phonic standard by 2021	Lexia	Previous use of this programme for Pupil Premium had significant impact.	Timetabled session. Frequent monitoring Staff training	SENC O	Half termly review of progress

F	With extra support, Pupil Premium is not a barrier to meeting the expected phonic standard by 2021	Targeted revision and preteaching of key phonics knowledge	PP children in Year 1 and 2 sometimes require extra practice on phonics to embed the knowledge.	Timetabled slots Rooms and resources allocated Staff trained	SENC O	Half termly
H	Parents feel equipped enough to deliver home learning if lockdown reoccurs	Loan laptops to PP children	During lockdown, we provided laptops to some PP families. This allowed them to access the home learning	HT to liaise with IT technician Office to coordinate Class Teacher to liaise with child about how to use it. Computer skills will be taught in Autumn to prepare children for use of these at home.	HT and classteachers	Weekly if lockdown occurs
I	Children feel happy and secure in school and know where to get help if needed	Breakfast club	Last year this increased attendance of PP children.	ELSA lead sessions	ELSA	Termly progress reviews and regular uptake reviews. Monitor attendance and uptake
Total budgeted cost						63989

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 ?
J	That PP children participate in the same extra-curricular clubs and sports competitions as other children	Subsidising of Clubs and School trips	This has in the past allowed more children to access a wider range of experiences.	Termly letters to parents Additional letters sent to parents when each trip	Head and Office team	Term;y
H	Parents engage with school	Home School Link worker (parenting puzzle, coffee mornings)	HSLW has proven valuable in previous years in promoting good attendance and encouraging links between the parents and the school	Monitoring and discussions with SENCO	SENCO	Termly
I	Children feel happy and secure in school and know where to get help if needed	ELSA	ELSA has proven to be valuable in previous years to address self esteem	Monitoring and discussions with SENCO, AHT and Head	SENCO	Half termly
I	Children feel happy and secure in school and know where to get help if needed	Lunch club	Vulnerable children are sometime more likely to be involved in playground disagreements. Last year we provided a lunch club and this was very popular	AHT and Head to do regular walks on playground. Monitoring of playground incidents. Pupil Voice	HEAD SENCO	Ongoing
Total budgeted cost						19,832

5. Review of expenditure				
Previous Academic Year		2019/20		
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
The difference of PP to non PP attainment of in Maths across the school will narrow.	Whole school approach on problem solving in maths	Book Looks showed a great use of problem solving in lessons. All children were more able to apply their understanding Problem solving and reasoning seen in PP Maths book look. PP standards in general have improved.	Further support is needed for adapting problem solving for SEN Pupil premium children and carefully pitching activities to allow independent work	8,000
The number of PP, who do not have any other need, achieving ARE combined in R,M,W will be equal to the Non PP peers	Colourful semantics	Training November 2019, Teachers have been utilising the strategies. Qualitative data suggests improvement. Covid-19 interrupted the delivery of this. TAs have been trained and used to deliver these sessions	Needs to be consistent across the school. Reception and Year 1 should integrate the approach in their writing. Teachers and TAs should continue to use this strategy to develop writing	46502
All PP children receive the support that then need to make expected progress	SEN TA and Teacher specific interventions	14 children received regular targeted interventions by SEN TA. 80% of these children made progress in reading	SENCO to continue to use targeted interventions to plug gaps in whole school and for PP children.	4831

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
The different of PP to non PP attainment of PP children in Maths across the school will narrow.	RM Maths	When in school (pre Covid) PP children, who were accessing it regularly were making good progress through the objectives, securing skills. During Covid, access decreased but 16/ 40 children made at least 1 step progress over the Lockdown. As of February 2020, Progress difference between PP and Non PP is now diminishing in Maths than other subjects	This is a valuable tool during Lockdown as it provides children with opportunity to rehearse key skills. We will continue this approach next year.	640
Pupil Premium are keen to come to school. That all PP children have additional homework and reading support needed.	Breakfast Club	Pre Covid 69% of PP KS1 report going to Breakfast club. 57% of PP KS2 report going to Breakfast club all the time or some of the time. All children report positively about the Breakfast club. Due to Covid- 19 no clear Assessment data available to assess academic impact. This was also widened to include Vulnerable children, which allowed them to access homework.	Once again, this has been a huge success. Children having access to the IT programs and time to complete has increased confidence. Providing refreshments is a positive but next step needs to monitor KS1 drinks in the morning. Only 45.5% of PP in KS1 have a drink before coming to school. 72.% in KS2 report having a drink before coming to school 77.3 report having breakfast	964 240
That PP children participate in the same extra curricular clubs and sports competitions as other children	Extra Lunchtime sports club for PP	18 children took part in Extra PP at Lunchtime. Feedback positive. This prompted 3 children to take on an additional sports club. Targeted children enjoyed the club and increased their activity level. Persistent Absentees attended the club willingly. Children keen for the club to continue. This has prompted 1 child to attend cross country this term.	Not all eligible children attended as they did not have their friends with them. If we have the opportunity to run something similar again, we will extend to PP children plus 1 friend. This will boost attendance numbers	0
That PP children have the same self-belief and confidence to succeed in school as the non PP children.	Additional self-esteem groups and whole school mental health focus	Elsa run Lunch club. Very popular, children keen to go, KS1 Lunch club reduces number of playground incidents.	Continue to signpost PP children to the club.	3646 3423

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
That PP children participate in the same extra-curricular clubs and sports competitions as other children	Subsidising of Clubs and School trips	70% of children in Year 1-6 have been participate in 1 club in the Spring Term. 32% doing 2 or more clubs in the Spring Term	PP children were given priority booking on clubs. This was also extended to SEN.	1490 1498 1485
That the difference between PP and Non PP achieving Greater Depth in Reading and Writing will diminish further	Termly Higher attaining writing workshops (in which Pupil Premium Children will be included)	Positive feedback from Cinema trip and writing workshop. Writing outcomes were reflective and high quality.	It worked well to have a cinema trip to inspire the writing. If opportunity arise to offer something similar, we will consider this.	375
That PP children have the same self-belief and confidence to succeed in school as the non PP children.	Home School Link worker (parenting puzzle, coffee mornings	The HSLW Parenting puzzle was used by 1 PP family Positive impact on the welfare of the children.	Continue the HSLW as a valuable resource to motivate parents. Encourage more to Parent Puzzle course.	50
That PP children have the same self-belief and confidence to succeed in school as the non PP	ELSA	Emotional wellbeing increased for those PP children who accessed ELSA	Continue next year as has a clear impact on individual children	4540

That the difference between PP and Non PP achieving Greater Depth in Reading and Writing will diminish further	Booster	7 PP children in Year 6 received small group booster tuition for 1 term. Children's confidence increased in English and Maths. Groups were extended to include other children, who also benefited. Due to Covid-19 we do not have academic data to show impact of this	Supporting in class time rather than in the afternoons was significantly better. Continue next year.	20028
That PP children have the same self-belief and confidence to succeed in school as the non PP	Extra Lunchtime Supervisor for vulnerable children	PP children report happier lunchtimes and less playground incidents reported by PP children. Significantly decline in low level playground incidents.	Significant impact on individual level.	4869