

Pupil Premium Audit – Cranmere Primary School

1. Summary information					
School	Cranmere Primary School				
Academic Year	2018/2019	Total PP budget	£80,180	Date of most recent PP Review	12/18
Total number of pupils	470	Number of pupils eligible for PP	58	Date for next internal review of this strategy	10/19
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your</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 & ..		50%	75.6	50.7	70.2
% achieving expected standard or above in reading		75%	86.7	64.3	80
% achieving expected standard or above in maths		66.7%	86.7	64.0	80.5
% achieving expected standard or above in writing		58.3%	88.9	67.6	82.9
% achieving expected standard or above in GPS		66.7	93.3	67.0	82.1
Average scaled score in Reading		104.5	109.1	102.6	106.1
Average scaled score in Maths		101.3	107.7	101.9	105.4
Average scaled score in GPS		102.5	110.8	103.7	107.2
Progress score for Reading		5.0	5.4	-0.6	0.3
Progress score for Maths		4.2	5.0	-0.6	0.3
Progress score for Writing		1.9	3.8	-0.4	0.2

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 reading skills of some pupils affects their attainment in all subjects	
B	Pupil Premium combined attainment is nearly always lower and sometimes significantly lower than non-pupil premium children across the school	
C	Pupil Premium language skills are often lower than their peers. 14 % PP have Speech and Language difficulties	
D	Higher Attaining PP children are less likely to reach greater depth in writing in Y2 and Y6 compared to Reading and Maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E	Attendance – Pupil Premium attendance is lower than whole school level of 96.2%	
F	30% of PP children report that they do not always have breakfast before coming to school and 50% say that they get hungry at school.	
G	Teachers report that 57 % of Pupil premium lack confidence or would benefit from additional social skills or self-esteem work.	
H	Some disadvantaged pupils do not have wider educational experiences that advantaged children have (e.g. visits to places of interest, access to sports clubs)	
I	Parents of some Pupil Premium children do not feel confident to support their children with their learning	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The progress in reading will be equal to or higher, than that of non disadvantaged pupils .	In 2019, all PP in Year 6 will have made progress on their KS1 attainment The average progress score of the PP children in reading will be equal to, if not higher than the whole class. Reading Ages for all PP children will increase by over 1 year 2 months.
B.	Pupil Premium Combined attainment is within 15% of their non PP peers.	In 2019 , the combined R,W and M will for PP children will be at least 60% in Year 6 and Year 2 for Pupil premium children.

C.	The vocabulary use of the PP will be in line of non PP peers of similar ability.	By July 2019, Teacher report PP children are more actively engaging in class discussions and developed vocabulary use in their writing. (Teacher 5 point scale will be used)
D.	Writing attainment will be in line with reading attainment for Pupil Premium Children.	All pupil Premium children who are Higher attaining in reading will also be higher attaining in Writing in Year 6 and Year 2.
E.	The average attendance for the Pupil Premium group is in line with the rest of the school	By the end of 2019, the attendance figures for Pupil Premium, excluding extreme cases, will be equal to the school target of 96%.
F.	All Pupil Premium children have the opportunity to have breakfast before they begin the school day and a snack at breaktime.	By 2019, the number of children reporting having breakfast increases by 10% and all children are offered fruit at breaktimes.
G.	Pupils premium children have raised self esteem.	Children report that they are more confident in their self assessments.
H.	Pupil Premium children have the same wider educational opportunities as advantaged children.	The number of children taking up on the paid clubs and trips increased by 10%. At least 10% of KS2 Pupil premium children attend sporting competitions within the school.
I.	Parents can provide home learning opportunities to support their children and increase progress and attainment.	Parental engagement with the school increases (attendance of parents evenings, regular discussions with CT about the progress of their children)

4. 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?
B	Pupil Premium Combined attainment is within 15% of their non PP peers.	Whole school approach to combined through targeted teaching	Although not below national level, our combined RWM attainment is lower than our 75% target. This is why we have a whole school focus.	Termly data analysis by senior and middle leaders of Data Rolling programme of work scrutiny with feedback to teachers Focus of learning walks, focused on Vocabulary. Regular PP work scrutiny by SLT Regular tracking and data analysis for PP by CTs and SLT Parallel spelling and Salford reading scores will be monitored.	AHT Maths & English coordinators	Termly at Pupil Progress meetings
C	The vocabulary use of the PP will be in line of non PP peers of similar ability.	Whole school focus on increasing vocabulary.	Our test analysis shows that not all of our children have a wide enough vocabulary to meet the requirements of the new curriculum.	Assembly focus Raised profile of vocabulary work in school	English Coordinator	Biannually

G	Pupils premium children have raised self-esteem.	Spelling Shed and Times tables Rockstars	Children enjoy online games and are happier to practise skills if games are engaging.	Weekly monitoring Termly review with teachers Parent feedback	Class teacher AHT	Weekly TERMLY
Total budgeted cost						48000

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?
A	The progress in reading will be equal to or higher, than that of non disadvantaged pupils	Lexia	Lexia has been shown to have a dramatic impact on reading levels. Children enjoy the sessions and are motivated by the programme. This is a program that is able to support learners without parents help.	Regular monitoring of progress online Teacher discussions	SENCO	Termly
G	Pupils premium children have raised self esteem.					
F	All Pupil Premium children have the opportunity to have breakfast before they begin the school day and a snack at breaktime.	Breakfast club	A large number of children reported that they did not have breakfast before coming to class or do not have access to a IT facilities	ELSA lead sessions	ELSA	Termly progress reviews and regular uptake reviews.
		Fruit at break times	PP children report that they do not have a snack at break time.	TAs to monitor uptake of this.	AHT	

B	Pupil Premium Combined attainment is within 15% of their non PP peers.	Prioritisation of marking	Teacher's marking is fresh when books are marked first.	PP Book looks	AHT	Termly
D	Writing attainment will be in line with reading attainment for Pupil Premium Children.					
G	Pupils premium children have raised self-esteem.	Self Esteem interventions	Teachers report that a major barrier is self-esteem in PP children.	TAs in R, Y1 and Y2 will deliver this 6-week intervention. Self-assessment at the beginning and end of unit	AHT	Half termly
H	Pupil Premium children have the same wider educational opportunities as advantaged	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	Termly
Total budgeted cost						14500

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?
A	The progress in reading will be equal to or higher, than that of non disadvantaged pupils .	Chelsea Football Club Reading Stars	Some of our PP children are disengaged with reading. We have seen the benefit of having a different approach to reading delivered under a sports focus.	Discussions with Coach Pupil Voice	AHT	Termly
G	Pupils premium children have raised self-esteem.	Teacher mentoring	Some Pupil premium are considered vulnerable. PP report that they would like to show off their work more.	Regular discussions with mentors about the success of this.	AHT	Half termly
H	Pupil Premium children have the same wider educational opportunities as advantaged	Termly Higher attaining writing workshops (in which Pupil Premium Children will be included)	Children develop their writing when given the opportunity to write for a real purpose and in groups.	Monitoring of the delivery and the outcomes of the writing.	English Lead	End of the academic year.
E I	The average attendance for the Pupil Premium group is in line with the rest of the school Parents can provide home learning opportunities to support their children and increase progress and attainment.	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

G	Pupils premium children have raised self-esteem	ELSA	ELSA has proven to be valuable in previous years.	Monitoring and discussions with SENCO, AHT and Head	SENCO	Half termly
A	Pupil Premium Combined attainment is within 15% of their non PP peers.	Booster	Significant impact of Boosters on attainment in previous years.	KS2 outcomes and assessments	AHT and KS2	Termly
B	The progress in reading will be equal to or higher, than that of non disadvantaged pupils.					
G	Pupils premium children have raised self-esteem.	Extra Lunchtime Supervisor for vulnerable children	Vulnerable children are sometime more likely to be involved in playground disagreements.	AHT and Head to do regular walks on playground. Monitoring of playground incidents. Pupil Voice	HEAD SENCO	Termly
Total budgeted cost						22,000

5. Review of expenditure				
Previous Academic Year		2017/18		
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 gap between Pupil premium and non- pupil premium will continue to close in year groups, especially in writing and Reading.	<p>TA training on Reading</p> <p>Senior Teacher interventions</p> <p>Staff training of improving independent extended writing opportunities</p> <p>Whole school writing tasks to promote good standards for all.</p> <p>Word Shark targeted groups.</p> <p>Class teacher to ensure that all children are supported by Class teacher and TA.</p>	<p>The gap has narrowed but not closed significantly. At Cranmere, the progress for our PP is significantly higher than the national non PP groups across all subjects.</p> <p>Reading attainment across the school at the end of KS2 is above national level for all pupil 84% ARE</p> <p>Reading attainment for PP in KS2 is in line with the national average for all pupils.</p> <p>Progress in Reading in PP groups is significantly above the level for non-disadvantaged pupils (5.04 PP and 0.31 for Non disadvantaged)</p> <p>Writing attainment is below the national level for all pupils (58.3% reaching ARE)</p> <p>Writing progress in PP is 1.90 compared to the national averaged for non-disadvantaged pupils which is lower at 0.24.</p>	<p>Whole school focus on Writing and Reading has been very successful. We are moving our focus now to Maths.</p> <p>We will continue to use the Wordshark intervention</p> <p>Possibly investigate Lexia as a reading intervention for PP to try and increase the attainment of our PP children, especially those with additional SEN.</p>	52388

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
To increase the percentage of Pupil Premium children achieving national expectations in Reading, Writing and Maths combined	<p>Quality first wave teaching</p> <p>Pupil Premium children targeted for Boosters in Year 6 and Year 5.</p> <p>Intervention and targeted teaching in all year groups.</p> <p>Intervention by experienced teacher to increase % of phonic retake passes, progress of reading and spelling ages.</p> <p>Handwriting intervention</p>	<p>Our combined percentage for Pupil Premium children in Year 6 was below the national level for non pupil premium this year 50 % compared to 70% however this is inline with national PP figures.</p> <p>75% of the PP group received a booster Of these 88.9% achieved ARE in Reading 88.9% Maths 88.9 % Writing 22.2% attained GD in Writing and Maths 3 pupil premium children attended handwriting intervention in Year 6 66.7% met achieved ARE when this was given as a significant barrier.</p> <p>Phonics 50 % PP reaching phonics level at end of last year compared to 46%last year.</p>	<p>Continue this approach next year to continue to focus on the combined. See SDP</p> <p>Booster effective. Range of booster opportunities to be planned across the year. All PP children to receive a booster at one point.</p> <p>Continued focus on handwriting across school. Interventions offered again next year as they are effective.</p>	21760

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
To remove the environmental facts that inhibit Pupil Premium Children	<p>Continue a multi-disciplinary approach to breaking down barriers from environmental factors.</p> <p>Pupil Premium funding is used to fund PP participation in trips and clubs.</p> <p>PP emotional wellbeing is supported by ELSA interventions.</p> <p>Extra Lunchtime supervisor for vulnerable children.</p> <p>Termly analysis of attendance in EWO meetings.</p> <p>Home school Link Worker available</p>	<p>Pupil Premium 33% attended clubs, paid for by school.</p> <p>26% of Pupil Premium children are considered vulnerable.</p> <p>61% of the children who received ELSA were PP children.</p> <p>35% Pupil Premium children have a special need. Additional interventions were put in place .</p> <p>No. of children making 6 steps progress is higher for PP SEN children compared to non PP SEN children in Writing and Maths.</p> <p>This Year attendance for PP is lower than main school.</p> <p>24% of the uptake of the HSLW was from Pupil Premium families</p>	<p>More children are taking up the paid clubs. Continue to offer this and extend to bikeability if money is a barrier for the child taking part.</p> <p>Approach Parents of Y6 and Y2 to ensure that they understand that they can access Peddles and Bikeability</p> <p>ELSA is an effective support for these children.</p> <p>Additional intervention for reading needed for PP SEN children as this was no different to other SEN children.</p> <p>Continue this approach</p>	10628