



The Cranbourne Primary School

Pupil Premium Strategy 2019-20

Our aim is to eliminate variation in achievement between pupils in receipt of Pupil Premium and those who are not through high quality provision which raises attainment for all. This document should be read alongside our “Pupil Premium Building Blocks” document.

The amounts allocated below are flexible, particularly in areas where take up by families is impossible to predict. We will endeavour to continue to provide all the interventions below should costs overrun, but it may be necessary to curtail some.

| Summary information |
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| Total funding received £66,000 based on 50 pupil premium children on January 2019 census. |

| Barriers to achievement (not all barriers apply to all children in receipt of PPG) | Examples of what school is doing to support this and raise achievement (not exhaustive) |
|---|---|
| A. Poor language and communication skills, especially vocabulary, on entry to school. | Welcomm screening and subsequent intervention Focus on teaching high quality tier 2 words, and addressing gaps in tier 1 words Providing high quality literature in all lessons |
| B. Lack of educational resources in family home | “Book and Biscuit” participants receive free books Providing revision guides Paying for online tuition |
| C. Restricted life and cultural experiences | Our knowledge rich curriculum and assemblies are designed specifically to counter this Trips and residential |
| D. Financial barriers to wider experiences and activities | Subsidising trips and residential |
| E. Social and emotional issues | Funding counselling and nurture group |
| F. Child has multiple needs themselves eg SEND or within the family | Working closely with SENCo and external agencies. Funding family support workers |
| G. Some families are reluctant to engage with school | Making it easy to come into school eg open lessons, chasing for appointments |
| H. Attainment gap | High quality educational provision |

| Planned expenditure | Estimate | Objectives | Expected outcomes |
|--|----------------|--|---|
| Counselling (Buy in to HCC "Safe Space") | £3,200 | Barriers E and F. ("Meeting individual learning needs" building block) Give children the emotional support they need to be able to cope with their daily lives | Children develop emotional resilience and have a safe space in which to discuss their issues. |
| Subsidy for residential trip Y6 | £850 | Barriers C and D ("Whole school ethos of attainment for all" broadening horizons building block) Ensure no child is unable to attend the trips | Children with narrow life experiences are exposed to a broader range of activities, developing their social skills and cultural capital |
| Subsidy for day trips | £1,000 | | |
| TLC Live online tutoring | £2,868 | Barrier H ("Meeting individual learning needs" and "data driven and responding to evidence" building block) Raise standards in maths | Children have the opportunity for 1:1 online tutoring, increasing their confidence and raising attainment in areas of maths specific to them |
| Revision guides for Y6 | £80 | Barriers B, D and H ("Meeting individual learning needs" building block) Provide free revision guides for PP children | Children able to access learning resources. Raise attainment by giving them extra opportunities to practise SATs style questions and content |
| Uniform vouchers | £500 | Barriers D and E ("Meeting individual learning needs" building block) Provide correct uniform | Children will have an increased sense of well being as they are not different from their peers, and are suitably equipped for school. |
| Holiday activities | £750 | Barriers D, E and F | Children will have structured activities in a safe place during the holidays, be able to maintain contact with their peers and return to school ready to learn. |
| Breakfast club | £500 allocated | Barriers D and E Currently no children taking this up | Children have a structured and safe staff start to the day so are ready to learn. |
| Family support worker | £2,000 | Barriers E, F and G | Some families with entitlement to PPG have wider issues with which they would like support. Children will have a calmer, more structured time outside school, and some of the barriers unknown to school will be addressed. |
| School milk (KS2) | £50 | Barrier D Offered to all – currently one child | Nutritional benefits of milk are well known. |
| Staffing costs | £52,100 | Barriers A, E, F and H | |

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|----------------|--------|---|--|
| | | <p>("High quality teaching for all" and "Deploying staff effectively" building blocks)</p> <ol style="list-style-type: none"> 1. Nurture group 2. Interventions – various (before and during school time) 3. Y1 phonics and reading support. Specifically focused on children at risk of not reaching the required standard in the phonics screening test. 4. Y2 phonics and reading support. Specifically focused on children at who didn't reach the phonics standard and/or who have fallen behind their chronological age in reading. 5. Offset staffing costs | <ol style="list-style-type: none"> 1. Children with social difficulties will learn strategies that enable them to cope better in the classroom and on the playground, therefore allowing them better access to learning, and raising standards. 2. Highly targeted following assessments, these provide short and long term interventions. Attainment will be raised. 3. Attainment will be raised, children will reach the required standard giving them a solid platform for reading success. 4. Phonics will improve and children will make rapid progress with their reading allowing them access to age-related texts and curriculum. 5. Ensuring we can attract, retain and develop high quality staff in line with DfE PPG FAQs. |
| Staff training | £5,000 | <p style="text-align: center;">Barrier H</p> <p>("High quality teaching for all" and "Clear, responsive leadership" building blocks)</p> <p>Training courses focused on improving outcomes for pupils</p> <p>Eg: HfL "Great Expectations" course for HT and DH, developing greater depth in writing and maths, school CPD on improving pedagogy for all through Rosenshine's principles</p> | <p>Staff are highly skilled and motivated practitioners, therefore all children are well taught and standards rise for all.</p> |