



The Cranbourne Primary School

Pupil Premium Strategy 2020-21

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
Total funding received £44,350.

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 residentials
D. Financial barriers to wider experiences and activities	Subsidising trips and residentials
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

Priority 1 Children are ready to learn

NB Spending in this priority will be dependent on uptake

Rationale	Estimate	Item/projects	Expected outcomes and review
<p>Ready to learn To impact factors affecting children before they even enter the school building in the morning: emotional wellbeing, hunger, lack of uniform, family issues etc</p> <p>Barriers D, E and F. “Meeting individual learning needs” building block</p>	£10,000	<p>Counselling through Safe Spaces Food vouchers if required Milk for KS1 and KS2 children Uniform vouchers Breakfast club Nurture group</p>	<p>Children develop emotional resilience and have a safe space in which to discuss their issues. They will have access to good nutrition They will have a sense of belonging and not feel different from their peers in terms of uniform.</p>

Priority 2 Staff training

Rationale	Estimate	Item/projects	Expected outcomes and review
<p>All evidence shows that high quality teaching is the single most important factor in raising attainment for disadvantaged children. Well trained staff are key to delivering this.</p> <p>This is even more important this year given the disruption caused by Covid-19, therefore this priority will also be funded through the “catch up” premium.</p> <p>Barrier H “High quality teaching for all” and “Clear, responsive leadership” building blocks</p>	£6,000	<ul style="list-style-type: none"> • Continue to raise staff awareness of PPF, key strategies and the school’s aims • Build support staff confidence and expertise and subject knowledge through CPD for teachers and TAs • Provide regular subject knowledge training and learning opportunities 	<p>Staff are highly skilled and motivated practitioners, therefore all children are well taught and standards rise for all.</p>

Priority 3 High quality interventions

Rationale	Estimate	Item/projects	Expected outcomes and review
<p>It is likely that even given high quality first wave teaching, some children will need rapid, focused intervention to close the gap with their peers. Research has shown that effective interventions can have a significant impact on this. This is even more likely this year given the disruption caused by Covid-19, therefore this priority will also be funded through the “catch up” premium.</p> <p>Barriers A, B, E, F and H</p> <p>“High quality teaching for all” and “Deploying staff effectively” building blocks</p>	£21,350	<p>Interventions will be established based on identified needs.</p> <ol style="list-style-type: none"> Interventions – various (before and during school time) Y1 phonics and reading support. Specifically focused on children at risk of not reaching the required standard in the phonics screening test. Y2 phonics and reading support. Specifically focused on children at risk of not meeting the phonics standard and/or who have fallen behind their chronological age in reading. Offset staffing costs – including leadership of Pupil Premium which must be clear, evidence driven and strategic Provide revision materials for Year 6 	<ol style="list-style-type: none"> Highly targeted following assessments, these provide short and long term interventions. Attainment will be raised. Attainment will be raised, children will reach the required standard giving them a solid platform for reading success. Phonics will improve and children will make rapid progress with their reading allowing them access to age-related texts and curriculum. Ensuring we can attract, retain and develop high quality staff in line with DfE PPG FAQs. Encourages self study

Priority 4 Provide wider opportunities including cultural capital

NB Spending on this area will be affected by Covid-19 restrictions which are subject to change

Rationale	Estimate	Item/projects	Expected outcomes and review
<p>Disadvantaged children do not always have access to the same experiences as their more affluent peers. Research shows that children who are more confidently able to engage with</p>	£2,000	<p>Subsidy for day trips Cultural capital assemblies Subsidise holiday clubs</p>	<p>Children have opportunities to participate in wider activities so building their confidence and allowing them equity in both experiences and knowledge.</p>

<p>their peers in wider activities perform better academically.</p> <p>Barrier C “Meeting individual learning needs” and “Whole school ethos of attainment for all” building blocks</p>			
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Priority 5 Family support

NB Spending on this priority will be dependent on the needs of families throughout the year

<p>Some families with entitlement to PPG have wider issues with which they would like support.</p> <p>Barriers E, F and G “Meting individual learning needs” building block</p>	£5,000	HABS family support team	Children will have a calmer, more structured time outside school, and some of the barriers known and unknown to school will be addressed.
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