

Pupil Premium Strategy Statement (Primary)

1. Summary information 2019 - 20					
School	CROSSHALL JUNIOR SCHOOL				
Academic Year	2019 - 20	Total PP budget	£75,240	Date of most recent PP Review	11/19
Total number of pupils	460	Number of pupils eligible for PP	61 (1 service)	Date for next internal review of this strategy	10/20 Monitored Termly

What is the Pupil Premium Grant?

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

What are our aims for the Pupil Premium Grant?

The aim of the Pupil Premium is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils nationally. We have placed a strong emphasis on securing foundations in English and maths, as we believe that our disadvantaged pupils require most support in these key areas. Furthermore, we believe that strong English and maths, are crucial for preparing children for life beyond school.

2. Current Disadvantaged Breakdown (Year Groups) 2019-20								
Details	Year Three		Year Four		Year Five		Year Six	
Numbers Across the School	12		15		13		15	
Details	Boys	Girls	EAL	CP	SEN	FSM	PP (Ever 6)	LAC/Post LAC
Numbers Across the School	28	32	2	48	18	38	54	2

3. Outcomes					
i. 2018 – 19 Attainment					
	Pupils eligible for PP (CJS average)	Pupils not eligible for PP (CJS average)	Pupils eligible for PP (Cams. average)	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% met reading, writing and maths standards	55	65	41	51	71

% met reading standards	80	78	55	62	78
% met writing standards	65	78	59	68	83
% met maths standards	65	75	57	67	84
% higher reading, writing and maths standards	10	9	3	5	13
% higher reading standards	35	30	15	17	31
% higher writing standards	20	16	7	11	24
% higher maths standards	15	24	10	16	31
ii. 2018 – 19 Progress					
	<i>Reading</i>	<i>Writing</i>		<i>Maths</i>	
Value Added: Baseline	4.62	1.42		-1.22	
Banding	Well Above Average	Above Average		Below Average	
iii. Review of 2018-19					
	<i>Success criteria</i>		<i>Outcomes</i>		
A.	Gaps in learning between PP children and non-PP children closed Children attain and progress at a higher level/rate CJS KS2 outcomes are closer to national		<ul style="list-style-type: none"> Disadvantaged children bettered pupils not eligible for PP in meeting standards for reading. They also bettered at higher level reading and writing and RWM combined. Gap identified between disadvantaged children and their peers in writing and maths. All figures bettered Cambridgeshire for meeting expected standard for reading, writing, maths and combined. All figures bettered Cambridgeshire for higher than expected standard in reading, writing, maths and combined. Five out of eight figures bettered National. PiXL therapy groups supported learning Maths Mastery implemented in to Y6 TT Rockstars supported arithmetic & times tables 		
B.	Access to and attendance at external/internal events. Improved attendance at clubs Improved attainment of bronze, silver and gold badges.		32 disadvantaged children attended clubs – no charge for children in receipt of FSM. More than previous year (20). FM: much better engagement. 38 disadvantaged children achieved Bronze, 28 achieved Silver and 15 achieved Gold. Disadvantaged children also attended 79 Future Me career talks. 16 upper school disadvantaged children attended external sports competitions. 4 of these children were Yr6 Sports Leaders.		

C.	Fewer stage forms Children & staff report good social and emotional well-being	Stage Forms: disadvantaged children received 317 Stage One forms between them throughout the year, 53 Stage Two forms and 7 Stage Three forms. No previous data to compare to. 102 children received Learning Mentor support in 2018-19 (33 were disadvantaged children) compared to 22 children in 2017-18. Some children required prolonged support: Year Six and Year Three in need of more social/behaviour intervention than Year Four and Five.
D.	Attendance rates for this group improves Lateness figures decline	Breakfast Club was offered as required by some disadvantaged students. Worked with parents and grandparents to support attendance Attendance improved from 96.73% in 2017-18 to 97.36 in 2018-19. Unauthorised lateness decreased from 129(0.07%) in 2017-18 to 15(0.01%) in 2018-19

3. Review of expenditure (2018/19)			
i. Quality Teaching for All			
Action	Estimated impact:	Lessons learned	Cost
High quality teaching + staff CPD	<p>Gap between disadvantaged and peers closed in reading.</p> <p>Children attained expected or higher standard from baseline.</p> <p>CPD: highlighted best practice which was delivered to teams</p> <p>Compass Checks were used to monitor the impact and cascade necessary action which was then again monitored</p> <p>Gaps closed through improved practice and support</p> <p>PiXL introduced and implemented into all year groups. QLAs used to target individuals and groups of children.</p>	<p>All TAs to have access to the File of Everything and inclusion to continue to be promoted in all subject areas</p> <p>Target Tracker needs replacing with a bespoke package – explore Insight as well as writing our own FFT may be able to support</p> <p>Deployment of teaching assistants: relate more to expertise and experience</p> <p>Therapies to be more fluid to target misconceptions more effectively.</p> <p>PiXL introduced Review impact at the end of June 2020</p>	£1000
Effective deployment of teaching assistants.	Targeted guided group work, specifically in English and maths.	Review in light of new school budget	£34,855

Mastery maths	Mastery maths introduced in Year Six Number of children achieving GD maths was 22% (up 6% from last year).	Planning to continue to be reviewed Audit of resources Therapies to be more regular and targeted from QLAs. Disadvantaged children to have priority	Teacher time
Therapies	As a cohort: Reading WA: 5% above national. Writing WA: 76% (N: 78%)	Maths therapies to use QLAs and be more regular than reading and writing.	£9,360
Reluctant readers engaged and monitored through AR	Reading standards exceeded peers	Continue to monitor Librarian to run additional sessions each lunch time – next	
Flying Squad – catch-up/practice opportunities	Used to address misconceptions.	Continue in Lower School PPA arrangements to continue in Upper School.	£6,240
Weekly Home Learning Clubs	Children completed Home Learning tasks in school	Regularly inform parents of the option Two members of staff to run twice weekly sessions to support students	£780
Soft Starts	Used to address misconceptions	Successful Continue to use	Teacher Time
Scholar Pack	Office staff trained Attendance officer able to access information in a timelier manner and have improved reports Families supported in their need to improve both.	Office to set up Pupil Premium category on Scholar Pack to record sub-categories (e.g. EAL), celebration awards and praise post cards Monitor attendance and meet with families as required	£2500
Total cost			£67,435
Budget			£64,330

ii. Targeted Academic Support			
Chosen action/approach	Estimated impact:	Lessons learned	Cost
Learning Mentor – availability each morning Fourteen days of CPD provided <i>(Overwhelming need for therapy work – parents and staff recommendations)</i>	Drawing therapy & mindfulness able to be delivered Social skills group established For some there was a reduction in Stage Forms, fewer outbursts and the children found it easier to explain feelings. Learning mentor time enabled some children to access school and learning within a classroom environment.	Ensure Eynesbury and the Great Ouse are available for use Learning mentor time increased for 2019 – 20 to meet the demand/needs of the children	£6,825
Compass Check time to speak to students about their experiences/beliefs	Enabled children to express their feelings of security and the adults that believed in them Informed staff of successful ways in which the children were	Select PP children from across the school – perhaps termly - as a snap shot of their experiences at that time Class teachers to be informed of outcomes	Teacher time
Peer Mediators, Sports Leaders	Children targeted to receive training and act as mentors – two of these children were disadvantaged. Eight year six children selected for Sports Leaders – four of these were disadvantaged children.	Class teachers/PE Leader to consider disadvantaged children when targeting children Training to continue	£120
Passports	Children and parents have a better understanding of targets	Roll out next year too	£100
Total cost			£10,045
Budget			£13,150

iii. Wider Strategies			
Chosen action/approach	Estimated impact:	Lessons learned	Cost
Future Me	More children aware of their future opportunities and the skills and qualities they need to succeed. More career types were catered for and more talks were organised. 79 talks were attended by disadvantaged children. 38 DS children achieved their Bronze badge, 28 children achieved their Silver badge and 15 children achieved their Gold badge.	Continue to seek more opportunities for work experience/visitors/workshops Continue to promote the attendance of disadvantaged children	£1000
Range of clubs offered including subsidies & priority	More clubs were on offer than ever before, both at lunch time and after school. 32 disadvantaged children attended these	Continue to provide a wide range of lunchtime and after-school clubs which are subsidised for FSM children (DS children also given priority – two clubs).	£150
Residential and day trips/opportunities including bursaries, other payment schedules & priority	More children attended trips Instalment amounts offered as a way to manage payments for residential trips. Day trips funded for FSM	Continue with provision Possible date move for Y6 trip to access bursaries	£500
Gifted and Talented provision – priority given to AGT PP	Opportunities available – English, maths and cross curricular areas	Ensure disadvantaged children have priority and access to all opportunities – work with parents and staff to accommodate AGT opportunities to be explicitly publicised to parents	£6000
Survey PP families regarding access to the internet	Home Learning Club with IT access to be established	Survey in 2019 – 20 Club to continue to run during lunchtime	Staff time
House Points, Praise Postcards, Celebration Assemblies, parental engagement opportunities – Open Day, Electricity Day ...	More children praised explicitly using recognition board, house point charts, praise postcards & awards in unit and celebration assemblies.	Better tracking needed in 2019 – 20 – possible use of ScholarPack Each team to continue to provide opportunities for the children which engage, inspire and motivate children	Staff time Other budget
Total cost			£7,650
Budget			£7,000
Overall total cost			£85,130
Overall total budget			£84,480

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Lack of foundational skills and knowledge due to special educational needs, EAL or low prior learning	
B.	Lack of opportunities to widen cultural, social and work-place experiences	
C.	Low self-esteem, confidence to begin a task and inability to lead own learning	
External barriers		
D.	Poor attendance/ lateness – home/school relationships	
5. Desired outcomes for 2019- 20		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress in foundation skills: Pupil Premium Trackers, SEND Passports, mid and end of year reports, PiXL records & QLAs, Vital Few	CJS KS2 outcomes are close to or above national figures Children attain and progress at a higher level/rate Gap between disadvantaged children and non-disadvantaged children closed in writing and maths at expected level
B.	Increased opportunities: Future Me, AG&T, clubs, day and residential trip provision, visitors, sports competitions	Access to and attendance at external/internal events Improved attendance at clubs Improved attainment of bronze, silver and gold badges
C.	Improved emotional literacy, resilience and self-esteem: Learning Mentor records, external support notes, behaviour logs, Student Speak records	Fewer stage forms Children, parents & staff report good social and emotional well-being
D.	Improved attendance: monitoring of attendance and lateness (Scholar Pack), Learning Mentor outreach work	Attendance rates for this group improves Late figures decline

6. Planned expenditure

Academic year **2019 - 20**

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.

iv. 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	Review
Attainment and Progress: Closing the Gap	Quality first teaching	EEF – Collaborative Learning +5 EEF – Mastery Learning +5 EEF – Digital Technology +4	Pupil Premium Trackers Lesson Observations Work Scrutiny Vital Few monitoring Reporting to Parents Two Peer Reviews	Teachers SENDCO Heads of Year Assistant Heads Head	Termly
	Individual/Bespoke needs led provision (PiXL therapies)	Sutton Trust - EEF Whole Education research	Measure impact through PiXL, Pupil Progress Meetings, identification of the Vital Few Students Speak	Teachers SENDCO SLT	Termly
	Mastery maths – include Y6	EEF – Mastery Learning +5 Evidence of success in other year groups One Year 3 Teacher and one Year 6 teacher attending local Mastery Maths training.	Pupil Progress Meetings Lesson Observations Work Scrutiny	Heads of Year Year Maths SL PIC Leader	Termly
	AR books purchased to promote improved reading selection and monitoring & PiXL resources and therapies	EEF – Reading Comprehension +5	AR Records QLAs	Teachers English SL Librarian	Weekly Half termly
	Roles and responsibilities attributed to each child Training as necessary	Partner school – RSC Disadvantaged Project	Compass Checks SLT Minutes	SLT	Half-termly

	PiXL progress and growth mindset meetings Improved feedback/daily assessment policy	EEF – Feedback +8 EEF – Metacognition and Self-regulation +8	PLC Records for writing & QLA analysis Work Scrutiny Compass Checks	Teachers Assistant Heads Head	Termly
	Twice weekly Home Learning Clubs – staff time	EEF – Home Learning +2	Pupil Premium Trackers Assessment Diary	HY	Weekly/ Termly
	Reasoning – more evidence in books	OfSTED, May 2018	Compass Checks Staff Meetings HY Monitoring	Maths Leads SLT	Half Termly
	Usage & maintenance of IT	EEF – Digital Technology +4	Lessons Observations Work Scrutiny Monitor usage (Google Drive)	Computing SL Technician	Annually
	Target Tracker needs replacing with a bespoke package – explore Insight as well as writing our own	EEF – Feedback +8	PPM	Teachers HY SLT	Termly
	Teaching assistants – most classes per morning when English & maths is taught Targeted deployment based on year group needs (Reduced due to decrease in fundina)	Increased contact with teacher Ensure the roll out of interventions and guided groups EAL support	Compass Checks Pupil Progress Meetings Lesson Observations Work Scrutiny File of Everything Regular meetinas	Head SENDCO	Termly
	PICO groups to discuss new strategies for progress & attainment, PiXL, culture & PSCHE/healthy living	EEF – Collaborative learning +5	Compass Checks Meeting minutes FoE Termly meets	Teachers SLs SLT	Termly
	Soft Starts to be used to address misconceptions/review previous learning	EEF – Feedback +8	Compass Checks PiXLs QLA	Teachers HY	Daily
	Yr6 revision guides offered to all children. Subsidised for children in receipt of FSM	EEF – Parental involvement +3	Monitor how many DS children are requesting these	HY	Annually
	Access to local Food Bank	Provides better home/school relationships & communication	Monitor how many families are requesting this	Office	Termly

	Cooking ingredients to be subsidised for DS students	Provides better home/school relationships & communication	Monitor how many children are receiving this	Office HY	Annually
CPD for staff	Behaviour and teacher/pupil relationships external CPD for all staff New Pupil Premium/ Disadvantaged Champions (MR & CD) to visit Springfield Junior	EEF – Metacognition and Self-regulation +8	Compass Checks Teacher/pupil relationships Stage form numbers Book scrutiny	Teachers HY SLT	Half termly
Improved absence and lateness	Scholar Pack to track attendance	Research supports the importance of attendance (as well as individual achievements)	SP Reports	Office Manager	Weekly
	Home-school outreach – Learning Mentors	EEF – Mentoring +1 EEF – Metacognition and Self-regulation +8	Learning Mentor records	Learning Mentors SENDCO Head	Half-termly
	Soft Starts: lateness	EEF – Extending School Time +2	Parent and staff feedback	Head	Annually
Total budgeted cost					£37,500

v. Targeted Academic 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	Review
Closing the Gap (Attainment & Progress) targeted approach	Continue to use PiXL resources + PiXL Therapy sessions	EEF – Small Group Tuition +4 EEF – Individualised Instruction +3	Lesson Observations Work Scrutiny Compass Checks PiXL resources, CPD + external adviser	HY Assistant Head Head	Termly
	Teaching assistants –when English & maths is taught Targeted deployment based on individual need	Increased contact with teacher Ensure the roll out of interventions and guided groups EAL support EEF – Individualised Instruction +3	Compass Checks Pupil Progress Meetings Lesson Observations Work Scrutiny File of Everything Regular meetings	Head SENDCO	Termly

	Flying Squad – catch-up/practice opportunities	EEF – Individualised Instruction +3	Distance Marking Records	Teachers	Weekly
	Reluctant readers engaged and monitored through AR	EEF – Reading Comprehension +5	AR Records	Teachers English SL Librarian	Weekly Half termly
	Teacher employed to explore AGT opportunities: maths, reading & writing challenges (including MENSA)	EEF – Small Group Tuition +4	AGT Records Compass Checks	AGT Leader	Half-termly
	Weekly teacher release to address gaps – 1:1, 1:6 teaching (during assembly times)	EEF – Individualised Instruction +3 EEF – One-to-one Tuition +5 EEF – Phonics +4 EEF – Small Group Tuition +4	Pupil Premium Trackers Vital Few	Teachers HY SENDCo	Half-termly
Improved relationships and resilience	Learning Mentor – availability each morning for mindfulness sessions, drawing therapy, Lego therapy, mental health counselling & social and emotional support CPD provided Thirty-three children from this group identified	EEF – Behaviours intervention +3 EEF – Social & Emotional Learning +4	Learning Mentor Records Compass Checks	SENDCO Head	Annually
	Two logo sweatshirts subsidised for DS children	EEF – Social & Emotional Learning +4	Monitor	Office	Annually
	Dedicated release time to speak to students about their experiences/beliefs	Improved accountability and provision – Spirals of Enquiry (Whole Education/Canada)	Compass Checks	Head HY	Termly
	Social skills group	EEF – Social & Emotional Learning +4	Behaviour Logs	HY	Half-termly
	Peer Mediators, Sports Leaders	EEF – Social & Emotional Learning +4	Behaviour Logs	PE SL Play Leaders Head	Termly
	Passports	EEF – Social & Emotional Learning +4	SEND Reviews	SENDCO	Termly

	Behaviour programme - promote 'Make the celebrity in your class the Level D child' (recognition board)	EEF – Social & Emotional Learning +4	Recognition Boards – observations	SLT + SENDCo	Termly
Total budgeted cost					£19,500

vi. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Enrichment	Future Me - develop further Pledges updated More talks organised to cater for all interests Expectations increased DS students given priority to attend talks/workshops	Social Action Character building education Supported by Whole Ed, #iWill EEF – Social & Emotional Learning +4	Future Me tracker	Head Assistant Head	Half termly
	Range of clubs offered including subsidies & priority to no more than two clubs	EEF – Arts Participation +2	Attendance monitored termly	Staff Head	Termly
	Residential and day trips/opportunities including bursaries & priority	EEF – Outdoor Adventure Learning +8	Monitor as opportunities arise	Head	As they arise Termly
	Gifted and Talented provision – priority given to AGT PP	EEF – Individualised Instruction +3 EEF – Arts Participation +2	SL Reports	G&T Leader Head	Termly
	Survey PP families regarding access to the internet	EEF – Digital Technology +4	Survey	Head Assistant Head	Bi-annually
	Teaching assistant employed to provide additional curriculum opportunities for AGT students	EEF – Small Group Tuition +4	AGT Records	AGT Leader AGT TA	Half-termly
Improved self-esteem/ Leadership	House Points, Praise Postcards, Celebration Assemblies, parental engagement opportunities – Open Day, Electricity Day to be recorded on ScholarPack	EEF – Parental Involvement +3	Surveys Learning Mentor Reports	Teachers Head	Termly
Total budgeted cost					£18,240