



## Crossley Fields Pupil Premium Strategy April 2018- April 2019

Summary information for Crossley Fields					
Financial Year	2018/2019	Total PP Budget	£145 140	Date of last PP Review	April 2018
Total number of pupils	617	Number of pupils eligible for PP	117	Date of next PP review	Sept 2018

Key Stage 2 Progress and Attainment 2017			
	Pupils eligible for PP- CF	Pupils not eligible for PP- national	Gap between CF PP and national non PP
% achieving expected in R,W and M combined	42%	67%	-25%
Progress in reading	-5.4 (-8.2 to -2.6)	+0.3	-5.7
Progress in writing	-2.9 (-5.6 to -0.2)	+0.2	-3.1
Progress in maths	-3.3 (-5.8 to -0.8)	+0.3	-3.6
Average score in reading	98	105	-7
Average score in maths	100	105	-5

### Ofsted July 2017 outcomes:

*'New systems to support disadvantaged pupils have begun well. Staff make effective plans to use the allocated funding to address any barriers to learning. However, the **impact of spending is not analysed rigorously enough.**'*

*'Further improve the impact and effectiveness of leaders at all levels by: **more robustly analysing information about the progress made by disadvantaged pupils and that of other pupils nationally diminishes more quickly.**'*



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PP Headlines from 2017	
<b>The strengths to build on:</b>	
A	The % of PP children achieving the expected standard in R, W and M rose slightly from 35% in 2016 to 42% in 2017.
B	The % of PP children achieving the expected standard in Maths rose slightly from 52% in 2016 to 55% in 2017.
C	The % of PP children achieving the greater depth standard in 2017 has risen slightly in writing and maths.
<b>The points to consider:</b>	
A	5 out of 6 children who were 2B in reading at KS1 did not make expected progress in reading.
B	The number of PP children achieving the expected standard in reading fell from 59% in 2016 to 45% in 2017.

Barriers to future progress for pupils eligible for PP including high ability	
<b>Barriers</b>	
A	Pupils do not read routinely at home and have not been exposed to high quality texts. This has led to a lack of wider experience and <b>development of vocabulary</b> .
B	The gap between PP progress and other children has not diminished and continues to increase in some year groups.
C	Greater depth PP children are not making expected progress.
D	Attendance. The average attendance of the Y6 PP children for the year 2016 2017 was 93.15% and only 20% of PP children were above 97%.
E	The social, emotional and mental health needs of our PP children



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Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
<b>A</b>	<i>Low, middle and high prior attaining groups will make at least good progress in all year groups in reading, writing and maths.</i>	<ul style="list-style-type: none"> <li>• The percentage of PP pupils achieving expected progress will be higher than 2016-2017 in reading</li> <li>• The number of PP pupils achieving ARE at the end of the year will be higher than 2016-2017 in reading</li> <li>• The number of PP pupils achieving GD at the end of the year will be higher than 2016-2017 in reading</li> </ul>
<b>B</b>	<i>The percentage of PP pupils attaining a good level of development will be in line with other children nationally so that a gap between the groups does not emerge</i>	<ul style="list-style-type: none"> <li>• The difference between PP and other children achieving GLD will be within 10%</li> </ul>
<b>C</b>	<i>The quality of teaching and teaching assistant support will be consistently at least good across school. PP pupils will make at least the same progress as other pupils so that the gap between PP and other children does not widen.</i>	<ul style="list-style-type: none"> <li>• Observations will show that lessons across school are at least good</li> <li>• The percentage of PP pupils achieving expected progress will be higher than 2016-2017 in reading, writing and maths</li> <li>• The number of PP pupils achieving ARE at the end of the year will be higher than 2016-2017 in reading, writing and maths</li> <li>• The number of PP pupils achieving GD at the end of the year will be higher than 2016-2017 in reading, writing and maths</li> </ul>
<b>D</b>	<i>Attendance of PP pupils will improve to be closer to that of other pupils nationally.</i>	<ul style="list-style-type: none"> <li>• Attendance of PP pupils will be closer to that of other pupils nationally</li> </ul>
<b>E</b>	<i>PP pupils and their families will have safe spaces and opportunities to talk about their worries and concerns by people who can support them in reducing these barriers to learning</i>	<ul style="list-style-type: none"> <li>• Relationships with PP families will improve</li> <li>• PP pupils will be happier in school and have a better attitude to learning</li> <li>• From FS, PP families will feel welcome in school and home school partnerships will improve</li> </ul>



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Planned Expenditure				Total cost:	
Academic Year		2017-2018			
<b><i>Barrier A- Pupils do not read routinely at home and have not been exposed to high quality texts. This has led to a lack of wider experience and development of vocabulary.</i></b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
<i>Low, middle and high prior attaining groups will make at least good progress in all year groups in reading</i>	Provide DHT with opportunities to research new teaching approaches to reading and to attend courses to accelerate progress and attainment in reading.	The expectation and level of children's reading has increased significantly since the new 2016 KS2 SATs. Previous approaches to teaching are no longer successful as progress continues to decline.	Feedback to SLT and phase leaders in SLT meetings	NS	
	To provide staff with training to develop and improve the teaching of reading including buying in an expert for a full INSET day to improve the teaching of reading.	The traditional guided reading session has moved towards a whole class approach however the impact and effectiveness is not yet wholly clear, particularly for low attainers.	Allocated time in staff meetings to share new strategies.  New vocabulary resources	NS	
	To monitor the teaching of reading through observations and moderation of planning.	Vocabulary has been identified as a major barrier to children's comprehension. By the age of 11 children who don't read regularly can be almost 2 million words a year behind their peers. Therefore new approaches to the teaching of vocabulary need to be investigated.	Lessons will be monitored half termly in every year group	NS, TD, LH  DH, BS, TJ, MR, WA, SL	
	To have quality class set texts to drive the teaching of reading through English across school.		New LTPs in place New texts reviewed and agreed.	NS	



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Planned Expenditure				TOTAL COST:	
Academic Year	2017-2018				
<p><b>Barrier B- The gap between PP progress and other children has not diminished and continues to increase in some year groups.</b></p> <p><b>Barrier C- Greater depth PP children are not making expected progress.</b></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
<p><i>Middle and high prior attaining groups will make at least good progress in all year groups in reading, writing and maths.</i></p> <p><i>The quality of teaching and teaching assistant support will be consistently at least good across school. PP pupils will make at least the same progress as other pupils so that the gap between PP and other children does not widen.</i></p>	Provide release time for phase leaders to monitor the effectiveness of provision throughout their phase	Outcomes for pupils, although above national at the end of Y6 for attainment, are significantly below national for progress in reading and below average in writing and maths.	-time logs for phase leaders to fill in -Moderation -Feedback to SLT	DH BS TJ MR WA SL  NS	
	TAs are deployed in year groups to focus on PP children for in class and targeted intervention	Gaps in knowledge have built up over time as accelerated progress has not been made for children to catch up	-observations -monitor impact of support -track progress	LH	
	PP champion to continue to work throughout school to ensure the needs of PP pupils are fully met	A member of SLT is needed to be accountable and responsible for researching the most up to date strategies for teaching PP pupils and the spending of PP funds.	-half termly meetings with DHT -	DH NS	
	Extra sessions such as book clubs and breakfast booster sessions focus on targeting PP children.	The reading progress score at the end of KS2 was higher than both maths and writing. Opportunities to close the progress gap in Y6 are needed.	-Pupil interviews		



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Planned Expenditure				Total cost:	
Academic Year		2017-2018			
<b>Barrier D- Attendance. The average attendance of the Y6 PP children for the year 2016 2017 was 93.15% and only 20% of PP children were above 97%.</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
<i>Attendance of PP pupils will improve to be closer to that of other pupils nationally.</i>	Employ a dedicated attendance officer in school	Improvements to attendance are fundamentally based on improving relationships with vulnerable families and finding ways to support them in ensuring high attendance of their children. We need to provide families with details of how attendance impacts on pupil achievement.	Attendance officer will meet regularly with SLT To update on pupil's attendance trends and strategies deployed.	LH/GC	
	Provide a free breakfast club for PP pupils	Providing a healthy and nutritious breakfast will ensure that our PP pupils' basic needs are met. They will also be in school before the start time to ensure they are punctual and ready to learn.	Monitor attendance and impact on punctuality and attendance	LH/JT	
	Subsidise trips	If school is providing opportunities for pupils to learn outside the classroom. Poverty should not be a barrier for disadvantaged pupils.	Pupils will have access to a range of experiences including residential and outdoors.	NS KG	



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Planned Expenditure				Total cost:	
Academic Year	2017-2018				
<i>Barrier E- The social, emotional and mental health needs of our children</i>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review
<i>PP pupils and their families will have safe spaces and opportunities to talk about their worries and concerns by people who can support them in reducing these barriers to learning</i>	Learning mentor support available and sessions with our most vulnerable children timetabled.	Our PP children have a range of complex and diverse needs. We need to ensure that barriers to learning are reduced wherever possible.	Half termly meetings with learning mentors to discuss impact of complex and diverse needs on learning.		