

# Pupil Premium Strategy Statement

# Cromwell Academy

1. Summary information					
School	Cromwell Academy				
Academic Year	2018-19	Total PP budget	£30,360	Date of most recent PP Review, led by Pupil Premium Expert from ACES Academies Trust	Summer 2018
Total number of pupils on roll	192	Number of pupils eligible for PP - 30	30: 16%	Date for next internal review of this strategy	Summer 2019

2. Current attainment			
	<i>Pupils eligible for PP 2018</i>	<i>whole school 2018</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving in reading, writing and maths	29%	48%	61%
% making progress in reading	43%	74%	71%
% making progress in writing	29%	52%	76%
% making progress in maths	43%	71%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language and communication skills are lower on entry to Reception – links to poor writing development and reasoning. (Quality Teaching for All)
<b>B.</b>	Behaviour and readiness to learn of majority of our PP children – ‘learning behaviour’ poorly developed, lack of resilience when facing ‘challenge’. (Other Approaches) Specific social and emotional needs that affect pupils’ ability to access lessons/learning effectively.
<b>C.</b>	17% of children receiving PP are also on our SEND register which slows progress. (Targeted Support)
<b>D.</b>	Gaps are developing in learning due to changes in curriculum (e.g. fluency and mastery in maths) (Quality Teaching for All)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Home learning environments - access to high quality materials or lack of routine can mean children are not fully prepared for learning. (Other Approaches)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in oral language and communication skills for children in Reception, leading to improvements in speaking, reading and writing.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations by end of year.

	(Quality Teaching for All)	
<b>B.</b>	Behaviour needs of pupils eligible for PP are addressed and behaviour/readiness for learning is improved in all year groups. (Other Approaches)	Behaviour and readiness for learning is evident in PP children so they are make accelerated progress in all curriculum areas.
<b>C.</b>	PP children also on the SEND register will receive targeted support and specific support with their SEND issues, in a timely manner. (Targeted Support)	Pupils with PP and SEND make expected or better progress. Assessment (Target Tracker) and provision (planning) is monitored closely with progress being recorded and targets being appropriate, resulting in accelerated progress.
<b>D.</b>	Pupils eligible for PP will have no gaps in their learning, improving progress made in reading, writing and maths and science. (Quality Teaching for All)	PP children to receive high quality teaching and will have fewer gaps identified through daily formative assessment and progress on Target Tracker. Daily, targeted support from the teacher. Improved achievement and attainment. Improved outcomes at KS1 and KS2. Narrowing the gap between low and high attainers at the end of KS1 by the end of KS2.
<b>E.</b>	Increased support in out-of-school learning for those eligible for PP. (Other Approaches)	Children will engage in regular out-of-school learning activities. Pupils eligible for PP will be invited to after school family learning clubs in order for them to have access to high quality materials and teacher support. Subsequently, these children will make rapid progress.

5. Planned expenditure					
Academic year		2018-19			
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?
A. Improved oral language and communication skills for Reception children.	<p>Social communication language intervention groups.</p> <p>Talk for Writing embedded in EYFS and KS1.</p> <p>Staff training on high-quality feedback.</p> <p>All staff to use 'High Level Questioning' as a tool to 'require children to think deeply and respond 100% of the time'. (Cromwell Learning Document)</p>	<p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach. EEF toolkit recommends that interventions within the early years can have a positive impact on progress.</p> <p>Talk for Writing develops communication skills and supports the development of appropriate vocabulary to improve writing at a later stage.</p> <p>Pilot project (in another school) has had good, initial results.</p>	<p>Staff training to develop high quality feedback in order to move learning on.</p> <p>Appropriate staff trained in leading social communication and language intervention.</p> <p>Teachers identifying PP children in planning and in Pupil Progress meetings, ensuring language skills are supported and practised.</p> <p>All PP children will be on plans and their progress tracked weekly and on using Target Tracker.</p>	<p>Head</p> <p>Deputy Head</p> <p>All teaching staff</p> <p>All teaching staff</p>	Spring 2019 & Summer 2019
D. PP children will have fewer gaps in their learning.	<p>High quality teaching and learning.</p> <p>Use of digital technology to enhance learning. (Chrome Books)</p> <p>Provide additional learning opportunities, linked to individual learning styles, to develop independence and address gaps- Staff CPD</p> <p>Targeted support in line with AfL</p>	<p>EEF Collaborative and mastery learning has a high impact on outcomes along with digital technology.</p> <p>Excellent, correctly targeted teaching by class teachers has a positive impact on attainment and progress.</p> <p>Cromwell Learning Document draws on quality research to influence best practice.</p>	<p>Pupil Premium Trackers.</p> <p>Learning walks and lesson observations and work scrutiny.</p> <p>Ensure identification of target pupils is fair, transparent and accurately recorded.</p> <p>Pupil Progress meetings provide evidence that learning gaps are being addressed through carefully planned, targeted support.</p>	<p>Head</p> <p>All teaching staff</p> <p>All teaching staff</p>	Termly – in line with monitoring of data
<b>Total budgeted cost</b>					£12000

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?
C. PP children also on the SEND register receive targeted support and specific help in a timely manner.	<p>SENDCo to lead staff training on SEND targeted support, target-setting (APDR) – meta cognition &amp; reading.</p> <p>Implement APDR process for SEND PP pupils.</p> <p>Staff training on strategies to support children with different needs. Specific support for teachers from SENDCo to implement strategies and review effectively.</p> <p>Implementation of Sound Training.</p> <p>Meeting with SEND parents to share strategies, resources, websites</p> <p>Ensure staff are prompt in diagnoses and trained appropriately to match the level of needs. Appropriate baseline assessments are carried out by staff.</p>	<p>Targeted support for SEND children will ensure they make good progress. Resources will be provided and recommended strategies implemented by staff.</p> <p>Use of baseline assessments to identify needs and targeted support most beneficial to address those needs.</p> <p>The use of Teaching Assistants will follow recommendations of the EEF report.</p> <p>Sounds Training is a recognised intervention that accelerates reading progress in a 6-week programme.</p>	<p>Teachers will discuss vulnerable groups and individual children as part Pupil Progress meetings with attainment and progress closely monitored.</p> <p>All PP and SEND children will be identified on plans and appropriate support written to address their areas of need.</p> <p>ADHT to be trained as a training facilitator- disseminate to staff and monitor effective delivery and impact.</p>	<p>Head</p> <p>Deputy Head</p> <p>SENDCo</p>	<p>Pupil Progress meetings termly.</p> <p>Half-termly SEND reviews. (APDR)</p>
<b>Total budgeted cost</b>					£9912
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?
<p>B. Improved behaviour and readiness for learning.</p>	<p>Developing independence skills.</p> <p>Developing emotional resilience through the teaching and embedding of a growth mindset and effective learning behaviour culture across school.</p> <p>Appropriate strategies in place to support the behaviour of those children eligible for PP.</p> <p>Therapy (Blue Smile) for pupils with identified social, emotional, behavioural needs.</p> <p>Increased emphasis on strategies to promote well-being, including restorative approaches to behaviour and conflict management.</p> <p>Sports leaders and peer mediators.</p>	<p>EEF recommendations for meta-cognition and self-regulation to support pupils in thinking about their own learning more explicitly. This will be a good skill for all children to become more confident in. (Cromwell Learning Document)</p> <p>The EEF Toolkit also suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues, can be effective.</p> <p>Teaching children to become emotionally resilient will help to improve their approach to learning and new concepts.</p> <p>Independence and resilience is a life-long learning skill.</p> <p>Social stories and play therapy has a positive impact on improving social skills and emotional well-being.</p>	<p>Monitoring of these pupils – fewer behaviour incidents logged.</p> <p>Monitor whether improvements in behaviour translate to improved attainment through data analysis and work scrutiny.</p>	<p>Head Deputy Head</p>	<p>Spring 2019 Summer 2019</p>
<p>F. Increased support in out of school learning opportunities for those eligible for PP.</p>	<p>Provide subsidised opportunities for enrichment for PP children.</p> <p>Increase opportunities for outdoor learning to enhance curriculum.</p> <p>PP children to be offered subsidised breakfast clubs.</p> <p>PP pupils to have targeted support during breakfast clubs.</p> <p>Home-learning club.</p>	<p>A wider breadth of experience will enhance understanding, provide contextualised meaning and support language development to impact on learning in school.</p> <p>Outdoor learning experiences will give concrete experiences which pupils can draw on and relate to their indoor learning.</p> <p>Breakfast provides a good start to the day and helps pupils to learn to their full potential.</p> <p>In-school home learning support for families improves access to additional quality learning opportunities.</p>	<p>Pupil Premium pupils to be prioritised for after school clubs- monitored by school office staff and PP lead.</p> <p>Discounted school trips/visits will increase participation at out of school events- monitored by office staff and PP lead.</p> <p>Quality of learning outcomes (across the curriculum- particularly in foundation subjects) will improve.</p>	<p>Head Deputy Head Office Staff</p> <p>All staff</p>	<p>Spring 2019 Summer 2019</p>
<b>Total budgeted cost</b>					£10000