

Pupil premium strategy / self-evaluation: Cropredy CE Primary School.

1. Summary information					
School	Cropredy Church of England Primary School				
Academic Year	2020/2021	Total Pupil Premium budget (PP) (including 2 LAC)	£15450	Date of most recent PP Review	N/A
Total number of pupils	176	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
KS2 SATs Results	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school / national Y6)</i>
% achieving expected standard or above in reading, writing & maths	No data due to Covid 19 crisis	No data due to Covid 19 crisis
% making expected progress in reading (as measured in the school)	No data due to Covid 19 crisis	No data due to Covid 19 crisis
% making expected progress in writing (as measured in the school)	No data due to Covid 19 crisis	No data due to Covid 19 crisis
% making expected progress in mathematics (as measured in the school)	No data due to Covid 19 crisis	No data due to Covid 19 crisis
<p>Attainment to April 2021</p> <p>Key Stage 1 66% of children in receipt of PP grant are attaining in line with year group expectations in reading, writing and maths</p> <p>Key Stage 2 56% of children in receipt of PP grant are attaining in line with year group expectations in reading, writing and maths</p> <p>Key Stage 1</p> <p>Progress since December 2020</p> <p>3 PP children: Reading 66% expected gains Writing 33% expected gains Maths 66% expected gains</p> <p>Key Stage 2 8 PP children: Reading 87.5% expected gains Writing 87.5% expected gains Maths 87.5% expected gains</p>		

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Social and emotional intelligence.	
B.	Low ambition.	
C.	Weaker learning behaviours from some PP children (poor reading skills, less focused homework and support time outside of learning)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance. If a child is regularly not in school, their education will suffer. Equally, their friendship groups will move on without them.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
A.	Raise attainment and narrow the gap for pupils eligible for PP to at least expected age expected levels.	Pupils from disadvantaged backgrounds attain similar progress and attainment scores to their non-disadvantaged peers at the end of Key Stage 2.
B.	Improve attendance for PP children at risk of persistent absences in line with non-disadvantaged children.	There is little difference between attendance figures between the two groups and pupils from disadvantaged backgrounds no longer at risk of persistent absence.
C.	Increase engagement of PP children's parents with the school and support to ensure that all PP pupils engage fully with COVID home learning/when it is necessary.	School to ensure that all PP pupils have adequate knowledge and equipment to allow them to access online resources.
D.	Increase opportunities for broadening of life experiences.	Children talk enthusiastically about their aspirations for the future and what they enjoy about school. Pupils are engaged with their learning in class and develop key skills for a range of subjects.

5. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Phonics will be addressed in pupil progress meetings to identify it is a barrier to progress in reading. Training organised for all staff and resources developed to support KS2 children develop and apply knowledge and understanding.	PP children's learning improves in line with non-pp children. Children can use and apply phonological knowledge with greater confidence.	By end of KS1, children to all have passed the phonics-screening test. Pupil progress meeting and attainment data shows children's development in phonics.	Continue. Focussed CPD put in place to develop teacher's pedagogical knowledge and understanding. Resources purchased to support in development of phonics interventions in KS2	£320.00 (pp meetings) £300 CPD £440 resources
Develop improved oral language and subsequent literacy skills in Years 4 and 5	1:1 and small group provision of booster intervention for children in Years 4 and 5	Children's attainment and progress in English is accelerated, with the gap narrowing between disadvantaged and non-disadvantaged children	Targetted support did result in children making greater progress in English – this approach needs to continue.	£836
Interventions delivered through TA support and in class support	To diminish the difference and enable the PP children to make accelerated progress and attain at a similar level to their non-pp peers.	Gap between disadvantaged children's attainment and progress versus those who are not disadvantaged will be narrowed. All PP children made good or better progress from their starting point. Clear evidence that some interventions are more effective than others.	Focussed interventions, with broader range established has enabled children's progress to be developed across reading, writing and maths. More perceptive use of appropriate interventions has positively impacted on pupil progress. Majority of children make good or better progress from their starting points. Level of provision to continue with clearer use of provision mapping to evidence impact of work completed.	£8750
To provide nurture support through Teaching Assistant (ELSA) for disadvantaged children who are in receipt of PP	To improve the emotional well-being of identified children Children are able to talk about their feelings in a	Emotional wellbeing is fully supported for children in school, supporting their progression in learning. Children's emotional wellbeing is a unique characteristic of this school. Children, staff and parents tell us that the nurture support in place at Cropredy is part of its distinctive character.	Establishment of positive communication between school and home helped to support 'hard to reach' parents who need additional support to build relationships. Intervention and support to continue	£1500

	controlled way and acknowledge problems.			
To ensure that ICT provision is in place for all disadvantaged children during lockdown	Ensure that all children have access to suitable ICT provision to support their learning.	Progression in learning is supported through easy access to ICT resources.	4 chromebooks purchased and ICT support reconditioned spare laptops for children's use.	£856 (hardware) £350 ICT support
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Appointment of PP governor. Attendance to be monitored, with support put in place to help raise attendance by PP children. After school club provision funding to be supported by the school.	The attendance of PP children improves and all children's attendance is at or above the national level.	Attendance is good in Cropredy C of E Primary school. Attendance at Cropredy to April 2021 is 96.88% % attendance of children in receipt of Pupil Premium Grant to 28.5.21 is 94.16% % attendance of those not identified as disadvantaged is 96.88% Attendance of those children receiving this support was good and behaviour in school improved.	Headteacher and Office Staff to keep track of children's attendance; with a key focus on PP children. Parents will be informed of children's attendance during pupil progress meetings. Much improved communication and relationship is in place between school and 'hard to reach' families. This is helping to secure improved attendance and great options for parents to request help and support.	£720 after school club funding
Extra staff to be provided to ensure that Lunch times are supportive of the whole school ethos.	Lunch times to be times of leisure, learning and activity	Lunch times are calmer. More leisure activity is taking place, there are fewer behavioural incidents. More evidence of creative play and healthy levels of competition.	Continue.	£1100
Children who need uniform and cannot afford it to be provided with free uniform each year	Uniform to be made available to PP children and to children in crisis.	The vast majority of pupils are in full school uniform all the time. It is very hard to spot the PP children from the non PP children when everyone is in similar school uniform. In short, the school ethos has created a uniform pupil body who are dressed very similarly and are treated equally. The equity of a free school uniform has allowed the PP children to look as uniform as the rest of the school community.	Ensure that uniform is in place from the beginning of the academic year. Uniform handed in as lost property and never claimed to be washed and added to this collection to be re-distributed throughout the school. Investment in the free uniform will continue as it enables all pupils to feel part of the same school community and to look, feel and behave as a whole school body. Continue. Invest Donations to be gratefully received from leavers.	£544.90

Children supported with school meals as required to enable them to have a cooked meal each day	Healthy meal provided to support children	No barrier is in place for children regarding school meals.	Established protocol in place for children	£456
Parents to be encouraged to speak with the Headteacher about payments for trips	PP children to have same level of access to school trips and residential.	All children in the school were able to go on all the trips and residential offered by the school.	Continue.	No cost this year
Establishment of Hardship fund to support children and families experiencing difficulties, impacting on children's attendance and learning.	Children are supported during times of hardship.	Attendance is supported along with children's emotional wellbeing	Hardship fund set up – this has been approved by Governors and will continue.	£300
			Total Expenditure	£16472.90

6. Planned expenditure					
Academic year	2021-2022	Estimated Funding £17485			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
For children in 2021 to 2022	
In-school barriers	
A.	Average progress for some Disadvantaged children in reading, writing and maths cannot be measured due to no national figures resulting from Covid.
B.	From the outset (EY) over time tracking shows that some Disadvantaged children are not attaining at higher levels compared to peers.
C.	Attendance for some DA/SEND identified pupils is weaker which affects progress.
D.	External visitors are limited and may be shielding which increases barriers for learning
E.	Peer support and Pastoral Group meetings are reduced due to Bubbles not mixing and staggered timetables for year groups.
External barriers	
F.	Attendance records show that although attendance averages for DA children are above average overall, 2 children's attendance/good punctuality is an identifiable barrier to learning. This reduces their school hours and could cause them to fall behind on average.
G.	Where poor home learning environments and financial difficulties exist, this can affect the mental health of pupils affecting their well-being, engagement in home learning/homework, punctuality and attendance plus social inclusion (especially with Lockdown and restrictions in place).

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All DA children have increased opportunities to develop literacy skills, specifically reading, to impact on outcomes in subsequent years.	Pupils eligible for PPG make accelerated reading progress by the end of the year enabling them to reach age appropriate expectations. Catch up funding will also be used to support this.
B.	Ensure rates of progress in every year group within Reading, Maths and Writing are accelerated consistently, using clear and robust assessment procedures for Disadvantaged (if appropriate) and SEND pupils. Establish Y5 and Y6 maths tuition using internal and external expertise for DA children in all year groups, but particularly in Y5/6.	Pupils eligible for PPG are identified within rigorous provision mapping, timely intervention, and are targeted for <i>consistently embedded highest quality teaching</i> approaches within all levels of teaching. Where withdrawal interventions are employed, learning gains are evident not only within the intervention but within the context of the classroom.
C.	Increased attendance and improved punctuality rates for pupils eligible for PPG.	Reduce the number of persistent absentees or lateness among pupils eligible for PPG, by HT/Class teachers phoning and emailing parents with support
D.	Disadvantaged children have increased opportunities for breadth of play experience and enhanced social inclusion. Play Therapist will be approached to work with 1 or 2 DA children to enhance their play experience and skills.	Pupil interviews showing positive feedback around choices of play experience in school. Observations show no child is isolated from joining play within their class bubble, through a lack of choice or intervention. Observations during unstructured times show increased social connection of DA children.

4. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year

2021/2022

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, including 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?
A. All DA/SEND children have increased opportunities to develop literacy, specifically reading skills to impact on outcomes in subsequent years.	Targeted reading aloud and discussing books with young children, building reading skills. Explicitly extending pupils' spoken vocabulary to impact on writing/reading. The use of structured questioning to develop responses in all subjects. Implementation of timely intervention to include 1:1 Pre-Teaching vocabulary sessions to encourage participation.	All pupils appear to benefit from oral language interventions. No current data available due to Covid	CPD Work Scrutiny Specific language assessments Ensure CTs are monitoring interventions effectively and bringing learning back to class. SENSS team to monitor progress of individual pupils, watch sessions and deliver any CPD needed to improve implementation.	SENCo and Literacy Coordinator	Feb 2022

<p>B Ensure rates of progress in every year group within Reading, Maths and Writing are accelerated consistently.</p>	<p>High quality 1:1 feedback using school policy. Explicitly extending pupils' spoken vocabulary to impact on writing/reading. Use of NESSY programme to develop spelling, reading and writing skills (EYFS) The use of structured questioning to be developed, responses in all subjects.</p>	<p>Education Endowment Trust states: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. QFT and overlearning is used to embed vocabulary, spelling, number facts/maths topic work, for pre-learned knowledge.</p>	<p>Continuing our CPD CPD: Ensuring that TAs are 'scaffolding the learning' effectively through meta-cognition and structured questioning techniques.</p>	<p>HT- Maths and Literacy & SENCo</p>	<p>Feb 2022</p>
<p>C .Increased attendance and improved punctuality rates for pupils eligible for PPG.</p>	<p>Completion of Early Help Assessments (EHA) with families. Involvement of SENCo/DA lead in supporting parents and referring to other services as required. Talkabout for children</p>	<p>We want to provide extra support to improve attendance for identified families who have children eligible for the Pupil Premium Grant. EHA and interventions with highly qualified staff have been shown to be effective in supporting parents with regular attendance. We want to combine this additional provision with some 'aspiration' interventions such as possible school trips, Covid allowing.</p>	<p>Financial Support available for other educational visits, Covid allowing. Impact overseen by HT and SENCO. Teaching assistant (TA) CPD in Talkabout. Engage with parents and pupils to ensure that EHAs are a true reflection of concerns and challenges. HT monitoring attendance and engagement and participation.</p>	<p>HT SENCO</p>	<p>March 2022</p>

D. Disadvantaged children have increased opportunities for breadth of play experience and enhanced social inclusion.	Capture views of DA/SEND children. Complete baseline of views. Observations to be carried out at regular reviews, Covid allowing within Bubbles.	Due to Past feedback from pupils each class now has labelled boxes of equipment for use during Covid effected Bubbles and play. Superheroes to facilitate enhancement and inclusion, offering pastoral support during playtime. Due to Class Bubbles and play zones on the playground there have been less behavioural incidents being recorded.	Designated time in staff meetings to review and agree strategy. Funding allocated via PPG to secure new 'safe area' on the playground. Peer mediator training to be completed for Year 6 cohort 2021-2022	HT, SENCO, Lunchtime Supervisor	July 2021 and on going.
D. Improved mental health, behaviour and relationships of identified pupil.	Key worker roles established as 'role models' for identified pupils, especially in Y5 and Y6, to enhance communication between home and school.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Implementation of Zones of Regulation across the school to support mental health and emotional wellbeing, plus the ability to respond appropriately in social situations. MHST to support children and families identified by staff, within a short programme of work over 6 week periods. SENCo to liaise with other key workers and other outside services to target specific difficulties and ensure provision matches need. Monitoring through Readiness to Learn Scores and QCA behaviour scores.	SENCO/Sport Lead	March 2022
ii. 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?
Nurture assistant to continue to be employed.	All children within school to have access to support during times of crisis. SEMH children to have regular times to talk through their anxieties.	Children struggling with SEMH issues or in crisis will benefit from an opportunity to talk through their problems. Attendance, attainment and overall perception of the school for these children will improve or remain good.	QCAs, and guidance sheets will be used to baseline assess children and re-visited at the end of each 12-week term.	Class Teachers SENCO PP Governor	September 2021

Play therapist to be employed	Pupils in crisis to be given the support they require and continue to achieve within the school.	Children in crisis affect not only their own experiences in school but also often those of all the people around them both at school and at home.	QCAs will be used as baseline assessments at the beginning of the 12-week programme and at the end to prove positive progress.	SENCO Play therapist Class Teacher	September 2021
HT, Office Staff, SENCo and attendance governor to continue to monitor whole school attendance.	To maintain the attendance at the good level it is currently at and help those families in crisis remain part of the school and wider community.	The Governors wish to continue the good work already completed regarding attendance and maintain this success.	Communication sent to all families who have less than a 90% attendance at the end of each month. HT at the school will also start sending reminder letters and if necessary trigger penalty notices to be sent by OCC.	Governors SENCO HT	September 2021
Wrap around care: Breakfast and after school clubs	To improve attendance and behaviour. Revisit extended care provision within school to ascertain if this needs to be extended.	Wraparound care not only supports busy families but also improves attendance and behaviour.	Attendance data will be used to underline that a wraparound care system promotes attendance,	PP governor HT Governors SBM	September 2021
Access to all of school life: residential, trips uniforms	All children to be able to attend all trips.	Equality of provision reflects the whole school ethos and the values of a Church of England Primary School.	Registers from trips will prove equality in attendance and access to all facets of education.	PP governor HT Governors SBM	September 2021
Provide hot school meals for PP children who do not qualify for free school meals.	To give all children the nutrition they require focusing and learning throughout the full school day.	Supporting in ensuring that all children are able to access a healthy cooked meal each day	Registration and monitoring of meal times and of individual children.	PP governor HT Governors SBM	September 2021
Total budgeted cost					Approx £17485 (Not yet confirmed)