

1. Pupil premium strategy statement – Canterbury Cross Primary School 2020-21

1. Summary information					
School	Canterbury Cross Primary School				
Academic Year	2020-21	Total PP budget	£165,435	Date of most recent PP Review	September 2020
Total number of pupils	426 without Nursery	Number of pupils eligible for PP	123	Date for next internal review of this strategy	April 2021

2. Current attainment (19/20)		
30 % (18/61) of Year 6 children were Pupil Premium(PP) <i>Note-these are predictions</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school data only)</i>
% achieving Expected or above in reading, writing & maths	70% (75% without children with SEND)	82%
Average progress in reading , writing and maths	1.2	1.9

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor literacy and numeracy language skills, breadth of vocabulary on entry to school and wider deprivation are having a detrimental effect on their academic attainment of PP pupils. Pupils are making the same progress as non-disadvantaged, however this does need to be accelerated across Key Stage 2 in particular. There is a lack of exposure to books and limited support with work given to be completed at home. This is having an impact on the standards of mathematics, writing and reading comprehension attainment against AREs across school. To address this, we need to further develop effective home partnerships, which lead to an improvement in pupils understanding, engagement and progress.
B.	There is a small gap between the attainment of disadvantaged and non-disadvantaged pupils working at the expected standard for reading, writing and mathematics in Key Stage 1, and a larger gap for those at Greater Depth. At Key Stage 2, there is a gap at expected for reading, writing and maths and at Greater Depth.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	A limited opportunity for enrichment activities outside the school environment limits pupils' life experiences and the ability to relate to first hand experiences, when accessing the National Curriculum. There are attendance concerns for 20% of the PP children at this point of the year. (non Covid related absence)
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
	Success criteria

A.	Improved specific language skills for literacy, numeracy and across the whole curriculum for disadvantaged pupils leading to improved reading and writing achievement across school when compared to 2018-2019.(rather than 2019-20 due to the disruption caused by Covid and use of predicted outcomes based on assessment to march)	Pupils eligible for PP make rapid progress in their understanding of specific language to close achievement gap in key years.
B.	27% of the PP children in year 2 (excluding SEND) to achieve the Higher standard in reading, writing and mathematics at the end of KS1.	More-able children who are eligible for PP in YR2 are supported through intervention programmes, additional TA focus, PP pupils by the end of the year achieving the target percentages.
C.	The attainment gap in Reading, Writing, SPAG and Maths at the expected level and higher standard PP against non-PP peers to be narrowed at the end of KS2 and across the upper key stage for Year 6. 44% of the PP children (excluding SEND) to attain the higher standard in maths, reading and writing.	More-able Pupils eligible for PP in YR6 are working broadly in line or above non-PP pupils by the end of the key stage, with percentage difference diminishing year on year. Classroom Monitor data shows that MA PP chn are making accelerated progress across the academic year, with a minimum of 10% exceeding.
D.	Enhance the curriculum content, pupil experience and the enrichment opportunities for all pupils.	Review curriculum design, content and delivery. Further enhance cultural capital and life experiences offered to PP children through trips and visits. Free/subsidised educational visits.

5. Planned expenditure					
Academic year		2020-21			
How we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all (and specific targeted interventions)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation of Progress
Improved specific language skills for literacy, numeracy for disadvantaged pupils leading to improved reading and writing achievement across school when compared to 2018-2019.	Staff training on: Vocabulary development and deepening of knowledge Review activities in phase to share effective practice, and carry out action research. Review and restructure interventions to meet year group specific needs through in-class specific support. Support/training given to leaders and specific pupils to overcome individual barriers. Where pupils are PP and SEND, well-being co-ordinator to support to remove other barriers.	The Ofsted framework and DFE case studies identify high quality CPD and staff development as key constituents of meeting pupil needs. Higher developed language and literacy/ key vocabulary skills underpins development in numeracy, reading, writing. Staff knowledge (including analysis of block assessments and pupil progress meetings) and the school's provision map inform leaders of any barriers, thus specific plans are put in place.	Monitoring of planning, teaching and assessment of pupils to identify whether new/adapted strategies are being implemented. Teachers given time-frames to implement strategies and subject leaders to monitor implementation through the school monitoring cycle. Interventions and support are monitored with PP coordinator (DHT)/assessment coordinator and the SENCO to measure impact.	Deputy Heads Literacy/ Numeracy Lead Practitioners	
27% of the PP children in year 2 (excluding SEND) to achieve the Higher standard in reading, writing and mathematics at the end of KS1.	Staff training on: Delivering a sequenced curriculum where knowledge is deepened, as well as mastery of maths, reading and writing specifically training for Greater Depth learners. Targets set for all year groups, for KS1, focusing on mastery, deepening knowledge and Greater Depth learners in Y1 and Y2. Reviewing the impact of all provisions and interventions that are in place. Developing additional interventions for Greater Depth pupil premium children who are taught mastery skills in maths and use challenging texts within literacy, as well as how to deepen their knowledge to become GD in other curriculum areas.	Data released has indicated that there is still a gap between PP and non PP Greater Depth learners. Whilst the school has significantly closed the gap between PP and non-PP chn reaching the expected standard the gap has to be narrowed for GD pupils.	Areas where this target can be specifically addressed will be identified and monitored after each assessment block and pupil progress meeting. PP children of all levels will be monitored with a specific focus on previously higher attaining children.	DHT – assessment Literacy/ Numeracy Lead Practitioners	

Reception: £20010.00 Year 1: £17246.00 Year 2: £18352.00 Year 3: £15672.00 Year 4:£21882.00 Year 5: £19896.00 Year 6: £25127.00	Total £138,185
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ii. Targeted support (focused support programmes)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation of Progress
<p>The attainment gap in Reading, Writing, SPAG and Maths at the expected level and higher standard PP against non-PP peers to be narrowed at the end of KS2 and across the upper key stage for Year 6. 44% of the PP children (excluding SEND) to attain the higher standard in maths, reading and writing.</p>	<p>Identified focus for school leaders through: Relentless identification of performance gaps between PP/non PP pupils</p> <p>Quality first mastery teaching in-class, in-class support and interventions for pupils who are falling behind against their targets. Additional school focus and support for PP children across school.</p> <p>Vigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential have appropriate intervention and support in place.</p> <p>Implementation of Greater Depth specific interventions through targeting PP children in different areas of the curriculum.</p>	<p>Children achieving the Greater depth at KS1 and 2 in reading, writing or maths below the National.</p> <p>Monitor improvements, year upon year, eradicating differences against national and peers.</p>	<p>Identify HA chn from EYFS score and ensure they remain on track through KS1 and through KS2. Identifying, monitoring, supporting and target setting for those pupils so they remain on track.</p> <p>Quality first mastery teaching, monitoring interventions and impact.</p> <p>Block end pupil progress meetings will include a specific focus on HA/PP children. (Where underperformance is identified, DHT and CT to discuss how to target children for accelerated progress to achieve maximum potential).</p>	<p>DHT- Assessment Literacy/ Numeracy Lead Practitioners</p>	
<p>Improved specific language skills for literacy and numeracy for disadvantaged pupils leading to higher reading and writing achievement across school when compared to 2018/2019</p>	<p>Quality first mastery teaching in-class, in-class support and interventions for pupils who are falling behind against their targets.</p> <p>Language, precision and using specific mathematical and language vocabulary (for pupils to understand what higher order questions are asking them to do).</p> <p>Review activities in phase to share effective practice, and carry out action research. Review and restructure interventions to meet year group specific needs</p>	<p>Higher developed language and literacy/ key vocabulary skills underpins development in numeracy, reading and writing. Staff knowledge (incl. analysis of block assessments and pupil progress meetings) and school provision map inform leaders of barriers, plans are put in place.</p>	<p>Block end pupil progress meetings will include a specific focus on HA PP children.</p> <p>Regular monitoring and review of intervention and support programmes.</p> <p>Staff will keep provision map updated for all children on PP register to track additional interventions.</p> <p>Where underperformance is identified, DHT and CT to discuss how to target children for accelerated progress to achieve maximum potential.</p>	<p>DHT- assessment Literacy/ Numeracy Lead Practitioners</p>	

Reception: £4290.00 Year 1:£1584.00 Year 2: £3168.00 Year 3: £3158.00 Year 4: £5018.00 Year 5: £4224.00 Year 6: £5808.00	Total £27250.00
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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	Evaluation of Progress
<p>Enhance the curriculum content, pupil experience and the enrichment opportunities for all pupils.</p>	<p>Specific pre-and post tutoring for science and foundation subjects such as history and geography for focused ch whose experiences may be narrowed to ensure they have a broader understanding. Purchase of books and media to ensure that the ch can deepen their understanding through their senses of the world.</p>	<p>Teachers have stated that class work following a school visit or input from a specialist teacher is greatly enhanced. As we are unable to give these experiences, we will use the virtual world/books to ensure this happens.</p> <p>Feedback from parents and children has highlighted that certain key groups have limited experience of life outside the local area and therefore, their lack of wider life experiences is having a negative impact on their ability to discuss wider issues and to be able to describe situations from direct experiences.</p>	<p>A member of staff has responsibility to co-ordinate and ensure the curriculum is developed to ensure experiential learning to further enhance the curriculum.</p> <p>Termly meetings are held with the HT to ascertain value and the impact of the experiential curriculum.</p> <p>PPM will focus on the impact of pre and post tutoring of foundation subjects.</p> <p>Support from pupil well-being coordinator and impact on achievement notes, discussions.</p> <p>Feedback from teachers and monitoring of outcomes will be used to ensure the experiential curriculum is effective. Class teachers to support PP children and receive CPD.</p>	<p>DHTs</p>	

EYFS/KS1: £64,650.00 KS2: £ 100,785.00	Total budgeted cost £165,435.00
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