

# Pupil premium strategy statement – Canterbury Cross Primary School 2019-20

1. Summary information					
School	Canterbury Cross Primary School				
Academic Year	2019/2020	Total PP budget	145200	Date of most recent PP Review	September 2020
Total number of pupils	427	Number of pupils eligible for PP	110	Date for next internal review of this strategy	April 2021

2. Current attainment (19/20)		
<b>30 % (18/61) of Year 6 children were Pupil Premium(PP)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected or above in reading, writing &amp; maths</b>	<b>68% (76% without children with SEND)</b>	NYP
<b>Average progress in reading – expected = 0</b>	<b>2.5</b>	NYP
<b>Average progress in writing – expected = 0</b>	<b>2.5</b>	NYP
<b>Average progress in maths – expected = 0</b>	<b>1.4</b>	NYP

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	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>B.</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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	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 23% of the PP children at this point of the year.

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	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.	Pupils eligible for PP make rapid progress in their understanding of specific language to close achievement gap in key years.
<b>B.</b>	60% of the PP children in year 2 (excluding SEND) to achieve the Higher standard in reading, writing and mathematics at the end of KS1.	<b>More-able</b> 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.
<b>C.</b>	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 5. 35% of the PP children (excluding SEND) to attain the higher standard in maths, reading and writing.	<b>More-able</b> Pupils eligible for PP in YR5 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.
<b>D.</b>	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		2019-2020			
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 in-class 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 and across the whole curriculum for disadvantaged pupils leading to improved reading and writing achievement across school when compared to 2018-2019.	<p>Staff training on: Vocabulary development and deepening of knowledge Foundation subjects sequence of teaching, vocabulary development and deepening knowledge-leading to a greater knowledge of experiences other than the children's immediate experiences and knowledge.</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 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 in class to remove other barriers.</p>	<p>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 and across the whole curriculum.</p> <p>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.</p>	<p>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.</p>	Deputy Heads Literacy/ Numeracy Lead Practitioners	<p>Interventions and teaching of specific literacy and numeracy skills were put in place until March and therefore achievement cannot be measured. This will continue as a focus in 2020-21, in particular</p>
60% of the PP children in year 2 (excluding SEND) to achieve the Higher standard in reading, writing and mathematics at the end of KS1.	<p>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.</p> <p>Targets set for all year groups, for KS1, focusing on mastery, deepening knowledge and Greater Depth learners in Y1 and Y2.</p> <p>Reviewing the impact of all provisions and interventions that are in place.</p> <p>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.</p>	<p>Data released has indicated that there is still a gap between PP and non PP Greater Depth learners.</p> <p>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.</p>	<p>Areas where this target can be specifically addressed will be identified and monitored after each assessment block and pupil progress meeting.</p> <p>PP children of all levels will be monitored with a specific focus on previously higher attaining children.</p>	DHT – assessment Literacy/ Numeracy Lead Practitioners	<p>Predicted higher standard for all pupils was 7% for reading, writing and maths which was below the expectation due to the school closure. This will continue to be a focus, however there is only 4/13 PP who may be able to reach the higher standard at the end of KS1,</p>

<b>Reception: £6336.00.00 Year 1: £12672.00 Year 2: £12672.00 Year 3:£20064.00</b>	<b>Total budgeted cost</b>	<b>£116160.00</b>
<b>Year 4: £16896.00 Year 5: £23232.00 Year 6: £24288.00</b>		

**ii. Targeted support (focused support programmes)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of Progress</b>
<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 5.</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>Year 6 predictions based on data to March showed 3 PP ch achieved the higher standard. 70 % of PP ch achieved the expected standard. 82% of non PP. This will continue to be afocus.</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>	<p>Reading and writing was on track to be higher across the school based on the last PPM information before the school closure, due to Covid.</p> <p>A point to note is that in terms of reading most staff in KS2 have commented that the ch are not as far behind as they expected. However, Reception, year 1 and 2 need to catch up, due to the lack of skilled teacher led phonics teaching during the school closure.</p>

<b>Reception: £1584.00 Year 1: £3168.00 Year 2: £3168.00 Year 3: £5016.00</b>	<b>Total budgeted cost</b>	<b>£29040.00</b>
<b>Year 4: £4224.00 Year 5: £5808.00 Year 6: £6072.00</b>		

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of Progress</b>
Enhance the curriculum content, pupil experience and the enrichment opportunities for all pupils.	<p>Develop funding programme for PP chn – all trips paid for to ensure full participation.</p> <p>Identify extra-curricular opportunities and target PP children to participate.</p> <p>Partner with King Edwards Grammar scheme to target PP children for enrichment activities to build on previous year's successful programme.</p>	<p>Teachers have stated that class work following a school visit or input from a specialist teacher is greatly enhanced (i.e music services and art teaching).</p> <p>Enhance the broad curriculum and life experiences offered to PP children through trips and visits. Free/ subsidised educational visits.</p> <p>Extra- curricular interests, thus raising self-esteem and allowing a greater enjoyment of school life. This has a positive impact on achievement.</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 extra-curricular activities enhance the curriculum.</p> <p>Termly meetings are held with the HT to ascertain value and the impact of clubs.</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 specialist teacher visits are valuable. Class teachers to support PP children and receive CPD.</p>	DHTs	The programme of enrichment of pupil experience continued through extra curricular activities, educational visits/experiences and the partnership with King Edwards until March, impacting positively on attainment and pupil wellbeing. This not be able to continue in the same way due to Covid restrictions in 2020. Enrichment will be through interventions.
<b>EYFS/KS1: £ 39600.00 KS2: £ 105600.00</b>				<b>Total budgeted cost</b>	<b>£145200.00</b>

DfE advice was to review the Pupil Premium Strategy (impact review) at the end of the financial year 2021. We have reviewed earlier and will then review in April.