

Pupil premium strategy and impact review statement Causeway Green Primary School 2018-19

1. Summary information					
School	Causeway Green Primary School				
Academic Year	2018/19	Total PP budget	£245,140	Date of most recent PP Review	26.2.19
Total number of pupils	462	Number of pupils eligible for PP	168	Date for next internal review of this strategy	March 2019

2. Current attainment		
EYFS 2018	<i>Pupils eligible for PP (2018 your school)</i>	<i>Pupils not eligible for PP (2018 national average)</i>
% achieving GLD	42%	74%
KS1 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected+/GD in reading	64%/20%	79%/29%
% achieving expected+/GD in writing	56%/12%	74%18%
% achieving expected+/GD in maths	60%/24%	79%/24%
Year 1 Phonics	56% Internal data only	85%
KS2 2018	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected+ in reading, writing and maths	61%	70%
% achieving GD in reading, writing and maths	3%	125
Average progress score in reading	+2.1	0.2 (2017)
Average progress score in writing	+0.6	0.1 (2017)
Average progress score in maths	+0.6	0.2 (2017)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Inward mobility of some pupils working well below the expected level. This can reduce attainment for some pupil groups.		
B.	Oral language skills in EYFS, KS1 and Year 3 are lower for PP pupils than for other pupils. This slows literacy (including phonics) progress in subsequent years.		
C.	Poor basic skills for some pupils. This makes it more difficult for these pupils to attain 'expected'.		
D.	There is a gap between PP/NPP pupils in the prime areas from EYFS baseline.		
External barriers (issues which also require action outside school, such as low attendance rates)			
E.	Poor home learning environment for some pupils. This means that some pupils have limited opportunities to learn at home.		
F.	Low baseline of attainment on entry to EYFS. This means that some pupils have to make accelerated progress in subsequent years in order to catch up. Very few pupils achieve 3s at the end of Reception and this trend continues at KS1 and KS2.		
G.	Safeguarding and emotional barriers to learning (e.g. low self-esteem/confidence/social skills). This can mean that pupils are not able to learn effectively until these issues are addressed.		
H.	Attendance of targeted groups of pupils, particularly PA lower PAG pupils. Poor attendance reduces time spent at school and causes some pupils to make less progress, resulting in lower attainment.		
I.	Social and economic factors including life experiences. This can impact upon opportunities to learn and develop understanding about the world.		
4. Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria (RAG)	Actual impact
A.	Improve outcomes for PP and inwardly mobile pupils	Inwardly mobile pupils eligible for PP make rapid progress in all areas so that a higher % of PP pupils meet age related expectations	EYFS- higher % PP pupils achieved GLD %0% (2018 42%) KS1- higher % PP pupils achieved exp+ in reading and maths 71% (64% 2018), 67% (56% 2018) but not in writing 62% (66% 2018) Phonics –higher % PP pupils passed screening test 65% (2018 56%) KS2- Not met 48% exp+ (61% 2018) due to a dip in reading outcomes in 2019.

B.	Improve oral language/phonics skills in EYFS, KS1 and Y3	Pupils eligible for PP in EYFS make rapid progress by the end of the year so that a higher % of PP pupils meet age related expectations.	Achieved (see above)
C.	Improve basic skills in phonics, reading, writing and maths for identified pupils	Pupils eligible for PP across the school have improved basic skills leading to a reduced gap in attainment between PP and non PP pupils.	Across the school data shows that the gaps in some cohorts have closed whilst others have widened.
D.	Improve achievement of PP pupils in the prime areas	Close the gap in the prime areas for PP pupils.	
E.	Improve opportunities for home learning and provide extra support in school to compensate for a poor home learning environment	Pupils eligible for PP make progress at least in line with non PP pupils leading to a reduced gap in attainment between PP and non PP pupils.	Yes- in most year groups
F.	Improve EYFS progress from baseline. Interventions enable any children who are behind to swiftly catch up with their peers. More able PP pupils receive targeted support.	More pupils eligible for PP enter Year 1 at age related expectation. The gap between PP and non PP pupils quickly closes at exp+ and GD.	50% (same as 2018)
G.	Safeguarding emotional issues are dealt with quickly and effectively leading to improved outcomes for these pupils	Pupils eligible for PP who are receiving support for SEMH or are have safeguarding issues make good progress.	Yes
H.	Improve attendance overall and PA particularly for lower PAG groups	Attendance overall is 97% PA is further reduced and remains below national. The gaps in attendance between PP and non PP pupils close further.	Good progress towards this. Attendance Autumn 1 2019 97.4. Overall attendance 2018/19 was 96.2%
I.	Improve opportunities and experiences for children leading to improved outcomes	Pupils eligible for PP have the opportunity to take part in all trips and visits. PP pupils have access to a range of extra-curricular activities. All pupils have access to a free breakfast and targeted PP pupils have access to free breakfast club and after school club. Gaps in attainment between PP and non PP pupils close.	Yes

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 ?
C, I	Good to be Green and Dream to be Green rewards and Growth Mindset training and resources	Good behaviour in class and around school leads to better outcomes for all children. It has been shown that Growth Mindset raises aspirations and outcomes.	Behaviour monitoring Pupil conferencing	SLT	March 2019
A, C	CPD/lesson study for staff. Phonics focus in CPD and resource provision.	Quality First Teaching leads to the best outcomes. Staff also need training in SEMH interventions to support pupils.	QA processes Pupil progress analysis Intervention monitoring and evaluation	HT/DHT	April 2019
A, B, C, F	In class support (LSPs)	Progress is more rapid in lessons where lessons are adapted to suit pupils' needs through the use of AfL. Highly trained LSPs enable this process to a greater degree.	QA processes Pupil progress analysis	CD (AHT)	April 2019
I	Forest schools teaching and resources	Boys particularly learn best outside and in active learning experiences. This is being used to close the gap between boys and girls and to provide life experiences to PP pupils.	QA processes Pupil conferencing Outcomes for pupils	TL (AHT)/HLTA	April 2019
D	EYFS outdoor area improvements	Improve learning environment for better provision for prime areas	Quality of provision improves Outcomes for pupils	RC (EYFS lead)	July 2019

A-I	Achievement for All Pupil Premium Review	Proven evidence based strategies for closing the gap	Regular reviews and impact analysis Gap in attainment and progress between PP/NPP reduces	JS/NS/PR	July 2019 February/March 2019
Total budgeted cost					£36,430
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	Reading Recovery	Highly trained 'expert' teacher to teach daily sessions with targeted children. This intervention has proved to be highly effective. The reading recovery teacher also supports LSPs in their delivery of reading interventions across the school.	QA systems Pupil progress analysis	RR teacher/TL (AHT)	March 2019
B, E	Volunteer Reading Help- 2 visits per week per child	Pupils selected for VRH make good progress.	Pupil progress analysis	DHT (AHT-TL)	termly
H,G	Prevention of Exclusion	Support required for pupils at risk of exclusion enables the child concerned (and other pupils) to continue to learn effectively.	Exclusion data analysis Behaviour monitoring	HT/ mentor	As required
G	Nurture/Mentoring and SEMH staffing and resources	SEMH interventions and support enable a child to focus on their learning and make good progress.	SEMH intervention outcomes (Boxall profiles) Pupil progress analysis	Inclusion Lead/mentor	March 2019
E, I	Homework Club for PP pupils	Some pupils require the environment and support in order to complete homework. EEF shows that homework has some impact on pupil progress.	Pupil progress analysis	DHT (NS) PP lead	April 2019

A, B, C, F, G	Targeted interventions	Some of our pupils need targeted help to catch up. Pupil progress meetings lead to the creation of termly provision maps. The Inclusion lead uses internal and external evidence to support teachers in selecting the most effective interventions for each child. Phonics interventions in Rec-Y3.	Intervention monitoring Pupil progress analysis Provision Maps	Teachers/ Inclusion Lead	(included in LSP in class support-above)
I, E	Resources/support for most able PP pupils	Fewer PP pupils reach GDS/exceeding. To close the gap we need to identify the pupils with potential and provide support and opportunities.	Pupil progress analysis	More able Lead TLR	April 2019
Total budgeted cost					£97,204
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 ?
E, I	Reading resources including on-line books Lending library for reading and phonics games and resources for home learning	Some of our pupils do not have access to reading/learning materials at home due to financial/other constraints. By providing these resources and providing support to parents in how to use them, the gap in attainment between PP and non PP pupils should start to close.	Provide necessary budget Review use of library Incentivise attendance	Reading Lead and DHT	March 2019
E, G, F	Wraparound care (breakfast and after school) and resources	Provision of breakfast is shown to improve children's concentration levels. For some pupils this also provides a calm start to the day and enables a positive approach to learning.	Monitor pupils attending club Review impact on learning behaviours	DHT PP lead	March 2019
H	Attendance support: Attendance Officer, walking bus (6 staff) and attendance incentives/rewards	We cannot improve attainment for children if they aren't attending school. Attendance is a key step in improving outcomes for pupils.	Review of groups in need of extra focus. Review and adapt procedures.	HT and attendance officer	February 2019

G	Safeguarding Officer, Family Support Worker and resources. My Concerns safeguarding package	The vast majority of pupils receiving this support are PP pupils. Children and families benefit from this support. It enables the children to have a safe and secure home life so that they can focus on learning whilst in school.	Regular safeguarding team meetings Review policy and procedures CPD	Safeguarding Officer/HT	fortnightly
I	Contribution to school trips, extra curricular and holiday clubs/activities	This enables all pupils to experience learning opportunities. It also provides support to parents and families.	Half termly review of pupils accessing extra curricular activities	HT/DHT PP lead	March 2019
E	Staffed library opening and reading sessions at lunchtime	This enables access to reading materials for all families . This enables parents to support their child at home.	Half termly review of attendance	DHT (NS) PP lead	February 2019
Total budgeted cost					£111,507

