

Pupil Premium Strategy Statement

1. Summary information					
School	Cringle Brook Primary School				
Academic Year	2020- 2021	Total PP budget	£89,080	Date of most recent PP Review	Oct 20
Total number of pupils	209	Number of pupils eligible for PP	65	Date for next internal review of this strategy	July 21
2. Current attainment					
No data reported due to COVID					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Low on entry baseline to Reception				
B.	Poor reading and oracy skills on entry, both in Reception and mid key stage				
C.	A number of pupils arriving at mid key stage are new to English				
D.	Many pupils lack 'life experience' and have not visited places which stimulate creative and imagination skills				
External barriers					
A.	The school has no Nursery and pre-school provision is locally variable and often not accessed				
4. Desired outcomes				Success criteria *	
A.	Accelerated progress from entry to end of KS1, then from KS1 to KS2			KS1 and KS2 aspirational targets achieved	
B.	Accelerated progress in reading			100% pupils make expected or above reading progress	
C.	Accelerated progress in language acquisition for those new to English and often new to the UK			EAL data – all pupils making at least expected progress	

Pupil Premium Strategy Statement

D.	Pupils' imaginative ability enhanced through a range of visits and experiences	100% pupils make expected or above writing progress. Children's charter pupil feedback review is very positive and report new learning.
-----------	--	---

5. Planned expenditure					
Academic year		2020-2021			
<p>Our approach to using the pupil premium this year is altered in response to the impact of the lockdown in terms of a high number of disadvantaged children. With the bubble arrangement likely to be in place for at least half of the year, we are unable to deploy specialist staff across the school. We have therefore concentrated the focus to a strong class based approach and have ensured that all classes have a greater level of teaching assistant support in order for both the teacher and TA to be able to give additional challenge to those disadvantaged pupils.</p>					
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?
Improved reading skills	Costs towards Reading TA's employed	Strong evidence in Cringle Brook and the other two Trust schools of impact of reading TAs	Training for the staff Half termly reading tracking	Exec Head	February assessment mid-point then July 21
Pupil premium pupils make accelerated progress	Costs towards teaching assistant to work with individuals (pupil premium) (Y3-6 and contribution to Y2 TA)	Provision proven in previous years and other Trust Schools and very positive feedback from teachers, data shows positive and significant impact	Provision monitored half termly and reviewed	HoS	Half termly progress reviews – whilst assessing impact of provision map
Total budgeted cost					
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?

Pupil Premium Strategy Statement

Pupil premium pupils make accelerated progress	Costs towards teaching assistant to work with individuals (pupil premium) (Y3-6 and contribution to Y2 TA)	Provision proven in previous years and other Trust Schools and very positive feedback from teachers, data shows positive and significant impact	Provision monitored half termly and reviewed	HoS	Half termly progress reviews – whilst assessing impact of provision map
Pupil premium pupils attendance and punctuality is supported	Cost towards attendance officer, supporting parents with attendance and punctuality	Provision proven in previous years and other Trust Schools and positive feedback from parents, data shows positive and significant impact	Attendance and punctuality monitored regularly and reviewed by HoS each term	Attendance officer	Weekly mini reviews and formal termly review
Pupil premium pupil's needs are met both physically and emotionally	Teachers to have support from a play therapist which in turn will help them to run or support TA's in running nurture/ social interventions. Parent Support advisor to support parents with home learning/ emotional support and accessing the support for the basics	Provision proven in previous years and other Trust Schools and very positive feedback from teachers, data shows positive and significant impact	SEND teacher to do SDQs which model impact of intervention. SDQ demonstrate lowered emotional/ physical response	SEND teacher	Half termly progress reviews – whilst assessing impact of provision map
Total budgeted cost					89080

6. Review of expenditure

Previous Academic Year	2019-2020				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact:		Lessons learned	Cost

Pupil Premium Strategy Statement

Improved reading skills	Reading Teaching Assistants	PP children were making great progress and there was strong parental engagement to the March point	Reading regularly in school impacts progress significantly and engages parents, facilitating them to be responsible for their children's engagement	24249
-------------------------	-----------------------------	--	---	-------

i. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Children new to English accelerated progress	Costs towards Intervention teacher to lead focused groups work	Prior to Lockdown EAL pupils were making significant progress and this was evidenced in Feb 20, pupil progress meetings. During Lockdown, the EAL Trust team Lead worked stringently to support all EAL pupils. On return it was noted that these pupils had continued to make progress and were at level they were in Feb 20. This was evidenced in pupil progress meetings.	Clear identification of EAL pupils and needs with bespoke intervention impacts progress and attainment.	5000
Pupil premium pupils make accelerated progress	Costs towards Intervention teacher to lead/ release class teacher to complete focused groups work/ work with individuals (pupil premium)	Prior to Lockdown PP pupils were making significant progress and this was evidenced in Feb 20, pupil progress meetings. During Lockdown The class teachers worked hard to support all. The SENDCo supported PP pupils with additional needs to ensure home learning was bespoke, this was supported by the Pastoral team in ensuring the work was accessed. On return it was noted that these pupils had continued to make progress and were at level they were in Feb 20. This was evidenced in pupil progress meetings.	Teacher doing intervention is impactful Pastoral team working with SEND PP pupils more effective than being left to own devices. Improvements for access in home learning including the support of PP with IT packages.	21537
Pupil premium pupils experiences and languages are broadened	Trips for pp are subsidised to ensure access to all trips including residential	Prior to Lockdown pupils spoke highly about the trips and how they supported learning, this was evidenced in the quality of learning shown in the books. Unfortunately due to Lockdown no residential took place.		3160

Pupil Premium Strategy Statement

<p>Pupil premium pupil's needs are met both physically and emotionally</p>	<p>SEND teacher to have support from a play therapist which in turn will help him to run or support other TA's run nurture/ social interventions. He will also be supported in running interventions that plug gaps or support the developing of new skills. Furthermore, breakfast club is offered if we feel this will support the child emotionally in being ready for school at 9am</p>	<p>CPOMs incidents minimal with regards to pupils Pupils were happy and settled Parents supportive and settled Pupils data as of Feb 20- showed pupils were making progress</p>		7984
			Total cost	37681