

CROMFORD CE PRIMARY SCHOOL Pupil premium strategy statement 2020/21

| 1. Summary information | | | | | |
|------------------------|----------------------------|----------------------------------|---------|--|----------|
| School | Cromford CE Primary School | | | | |
| Academic Year | 2020/21 | Total PP budget | £32,280 | Date of most recent PP Review | 29/4/20 |
| Total number of pupils | 81 | Number of pupils eligible for PP | 18 | Date for next internal review of this strategy | 21/10/20 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (3 pupils eligible)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % of pupils who achieved the Expected Standard or above - Reading | n/a due to COVID 19 | n/a due to COVID 19 |
| % of pupils who achieved the Expected Standard or above - Writing | n/a due to COVID 19 | n/a due to COVID 19 |
| % of pupils who achieved the Expected Standard or above - Maths | n/a due to COVID 19 | n/a due to COVID 19 |
| % of pupils who achieved the Expected Standard or above – R/W/M | n/a due to COVID 19 | n/a due to COVID 19 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

| | |
|-----------|---|
| A. | Speech and language skills are poor for many of our PP pupils. This impacts across all areas of the Curriculum |
| B. | Attainment and achievement of PP pupils across school is lower than that of Non PP pupils in some cohorts and this can impact significantly on whole school data – School recognises there are some in school variances and that there can be a gap between PP and Others against in school data and national data. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
|---|---|--|
| C. | Mobility of pupils has become more prevalent in recent years with only 9 of the 15 year 6 pupils starting at Cromford School in the reception class leading to loss of progress due to the settling in process. | |
| D. | Across school there are some identified PP pupils who have social, emotional and behavioural needs as well as SEND which impact directly on their learning and outcomes | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | End of year expectations are improved and the vast majority of pupils are working at age related expectations and at least good progress has been secured from their starting points | Pupils in receipt of pupil premium to make progress, in line with or exceeding their ability peers |
| B. | Targeted interventions in small groups or 1:1 basis to close the gap once difficulties have been identified through testing | Pupils make appropriate progress in literacy and numeracy |
| C. | Ensure that pupil premium pupils joining school 'in year' will be closely monitored to ensure their particular needs are met as soon as possible. | Pupils joining 'in year' are able to maintain similar progress to their peers |
| D. | Develop emotional resilience for identified pupils | Pupils are aware of their emotions and how it affects their learning |

| 5. Planned expenditure | | | | | |
|---|--|--|--|------------|--------------------------------------|
| Academic year | 2020/21 | | | | |
| 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? |
| Raise rate of progress | Provide TA support to increase the number of adults available to PP children | Due to the nature of the mixed age class and the distribution of the PP children this means that the class teachers have the opportunity to focus on specific groups | Monitoring of learning including pupil voice and book evidence Tracking of pupil progress | LFAW | Termly pupil progress monitoring |
| Total budgeted cost | | | | | £16500 |
| 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? |
| Early intervention | TAs to run catch up/intervention programmes | Carefully evaluated and targeted programmes for less able PP children Reduction in group size for less able children increasing amount of pupil/teacher interaction | Evidence in pupils books and observations of programme delivery | LF/AW | Termly |
| | Purchase of appropriate resources | 1:1 and small group intervention have shown to be effective for improved progress | As above | LF/AW | Termly |

| | | | | | |
|---|---|--|--|-------------------|---|
| | | | | | |
| Total budgeted cost | | | | | £9200 |
| 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? |
| Enable vulnerable children to take part in the full curriculum, including inspirational visits, brass and singing lessons | Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips, etc | This enable all children to be able to access the curriculum fully | Discussions with staff involved Evidence by witnessing children becoming more motivated and enthusiastic learners | LF | Termly |
| Total budgeted cost | | | | | £3000 |

| | | | | |
|---------------------------------------|--|---|---|-------------|
| 6. Review of expenditure | | | | |
| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | 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 |
| Raise rate of progress | Provide TA support to increase the number of adults available to PP children | Impact has been difficult to measure due to lockdown being in place from March 2020 | There are still significant gaps in PP pupils' attainment so this outcome needs to remain | £ 16000 |

| | | | | |
|---|---|--|---|-------------|
| | | | | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | 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 |
| Early intervention | TAs to run catch up/intervention programmes Purchase of appropriate resources | Impact has been difficult to measure due to lockdown being in place from March 2020 | Regular 1:1 and small group interventions have shown to have a positive impact on both academic progress and confidence building This approach will continue | £8080 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action / approach | 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 |
| Enable vulnerable children to take part in the full curriculum, including inspirational visits, brass and singing lessons | Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips, etc | Enrichment activities have given PP children increased emotional stability and confidence including greater self-belief. This was curtailed due to lockdown. | For a child to develop academically, emotional need to be met. This approach will continue | £1000 |

7. Additional detail

As a small school of 81 pupils, there are a number of PP children (we have 22% compared to national level of approximately 25%). This leads to the need for the school to have a continued targeted approach to our PP children to ensure that they make the same or better progress than that of their peers. It is true to say that PP pupils have been particularly affected by the closure of school from March 2020 and, although well supported by school throughout, some have experienced regression and to some extent the gap has widened between them and non PP pupils.