



## Cromwell Primary School

### Pupil Premium

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to pupils who come from low income families who are currently known to be eligible for Free School Meals (FSM), Looked after Children (LAC), children adopted from care and Service Forces children. It also includes pupils who have been eligible to FSM at any point in the last six years (known as the Ever 6 FSM measure).

	Financial Year Allocation		
	2017/2018	2018/19	2019/20
Number of pupils on roll (R – Yr.6)	209	208	207
Number of pupils eligible for PP	159	140	129
% pupils eligible for PP	76.08%	67.31%	62.17%
Amount of PP received per pupil	£1,320	£1,320	£1,320
Total amount of PP received	£209,880	£184,800	£170,280
	Academic Year Allocation		
		2018/19	2019/20
		<b>£178,750*</b>	<b>£173,505*</b>

\*Funding is based on 7/12 of the outgoing academic year and 5/12 of the incoming academic year.

At Cromwell Primary School we are constantly looking for new or additional interventions that can help us meet our goal to close the gap for our disadvantaged pupils. Whilst we provide additional support and resources to help close the attainment gap between disadvantaged children within school and those nationally, particularly in core subjects, we recognise that it is also vital for us to support the 'whole child'. This means that we work to address children's social, emotional, behavioural, economic and pastoral needs, as many of these factors contribute to the children's overall achievement in school. The information below sets out how we spent the funding last year alongside our proposals for the forthcoming year.



### Pupil Premium Expenditure

Pupil Premium used for/to:	Barrier:	Brief summary of the intervention or action:	Intended outcomes:	Education Endowment Fund (EEF) Average impact rating:	Evaluation of impact:	Actual cost of intervention: 2018	Estimated cost 2019/20
Yr.6 booster in core subjects to increase levels of attainment.	Pupils require smaller teaching groups: increased opportunity to work with experienced practitioners to address misconceptions immediately and effectively, participate in pre & post tutoring and precision teaching.	Additional teacher to deliver interventions to PP and underperforming pupils in core subjects.	Performance of Pupil Premium is in line with non- Pupil Premium and children nationally, in reading, writing and maths.	Response to intervention + 3mths	Increasing number of Pupil Premium achieving expected level of attainment in the end of key stage assessments.	£22,420	£24,662
Yr.2 interventions in core subjects to increase levels of attainment.		Additional teacher to deliver interventions to PP and underperforming pupils in core subjects.	Performance of Pupil Premium is in line with non- Pupil Premium and children nationally, in reading, writing and maths.			£4,290	£4,719
Additional TA in Reception to increase pupils' levels of attainment at the end of EYFS.	Pupils require smaller teaching groups: increased opportunity to work with experienced practitioners in response to entry data and low baselines.	Additional TA to deliver interventions to PP and underperforming pupils in prime areas of the curriculum.	Performance of Pupil Premium is in line with non-Pupil Premium and children nationally in relation to Good Level of Development.		Increasing number of Pupil Premium achieving expected level of attainment within Early Years Foundation Stage assessments.	£24,278	£26,705
High quality phonics input delivered on a daily basis increasing number of pupils transferring to Yr.1 with a secure knowledge of phonics.	CPD required to upskill staff's knowledge of synthetic phonics and its role in reading and writing.	Teacher within Reception to have an in depth knowledge of the Read Write Inc programme in order to improve pupils early	Pupils make rapid progress in their ability to recall and apply their knowledge of letter sounds.	No EEF data	Pupils can easily recall letter sounds and apply to blending / word building and standards in	£560	£616



		reading and writing skills.			reading and writing improves.		
EAL support for pupils joining the school in the early stages of English language acquisition.	Newly arrived pupils / pupils in the early stages of language acquisition are unable to access the National Curriculum and need additional support to develop basic skills / transition to mainstream schooling / class tasks.	Additional TA to support PP in the early stages of English language acquisition to enable them to develop their oral / literacy skills and ability to access the National Curriculum.	Pupils develop English language skills and majority make accelerated progress from their starting points. Pupils transition into the classroom and make progress against the National Curriculum's learning objectives.	No EEF data	EAL programme of support is in place for pupils new to the school / new to English. Additional classroom support to increase language skills & enable pupils to make rapid progress.	£5,432	£5,975
One to one Teaching Assistant support for pupils with complex needs.	Pupils with identified diagnosis are unable to access the curriculum / manage mainstream schooling without additional support.	Additional adult to support teaching and learning via individual / small group input to ensure small step progress in line with expectations.	Pupils can access learning opportunities in line with their peers and demonstrate progress from their starting point.	Response to intervention + 1mths	Pupils with complex learning difficulties are able to access the curriculum and make progress from their starting point.	£32,789	£36,067
Specialist services engaged for pupils with diagnosed conditions to ensure appropriate provision.	Diagnosed pupils with emotional / behavioural needs are unable to access mainstream setting without additional input.	Specialist service to support teachers' professional development and ensure provision meets the needs of ASD pupils.	Staff have an increased knowledge of diagnosed needs e.g. ASD, ADHD etc and provision meets the needs of pupils within the setting.	No EEF data	Diagnosed pupils are able to access the curriculum and demonstrate progress within their learning across the curriculum.	£5,400	£5,940
More focused marking and constructive feedback.	Feedback is not always effective in addressing errors, misconceptions or extending learning.	All staff provide constructive feedback and appropriate gap task activities to aid progress.	Pupils use the information to up-level their work and increase the rate of progress.	Response to intervention + 8mths	Pertinent feedback enables pupils to understand their errors and identify next steps.	No cost	No cost



Increased engagement in reading, in and outside the classroom.	Profile of reading needs to foster a love of books.	Resource book corners accordingly and provide a 'hook' in terms environment.	Pupils become more engaged in reading and literacy skills improve.	No EEF data	Pupils enjoy reading on a regular basis resulting in a wider vocabulary, and improved comprehension of high quality reading materials.	No cost	No cost
		Purchase Story Time and First News for KS1/2 classrooms to engage readers across the age range.	Provision of a range of reading materials develops reading skills and knowledge of different genres.				
Continued focus on attendance so that it reflects the national average.	Attendance needs to remain high profile within the school and local community.	Member of the admin. team has a clear of understanding of the programme and the legal intervention process through Fast Track training.	Parents are fully informed of the Fast Track programme and notified of attendance rates on a regular basis. Actions are taken against parents who are not seen to be working with the school to improve their child's attendance / maintain high standards.	No EEF data	Admin. Assistant actively tracks attendance on a daily / weekly / half termly basis. Attendance rates are sustained.	£500	£550
Maintain attendance and motivational rewards.	Pupils require incentives as a reward for good and excellent attendance.	Pupils receive attendance awards in termly rewards assemblies and motivational reward sessions.	Attendance is seen as good, with parents and pupils understanding the link between attendance and attainment.	No EEF data.	Pupils are motivated and recognise the impact of lower attendance on their learning.	£1,750	£1,925
Develop number / range of pupils participating regularly in physical activity at lunchtime and/or OOHL.	Additional adult input required to ensure pupils have access to a healthy lifestyle / physical exercise as part of Breakfast Club,	Lunchtime provision / OOHL offers pupils a range of physical activities to engage in.	More pupils engage in physical activities at lunch times / in OOHL.	No EEF data.	Pupils engage in physical activities and recognise the importance of a healthy lifestyle.	£7,424	£8,166



	lunchtime provision and after school clubs.						
Support pupils' attainment, via Family Learning.	Parents are unable to support home learning tasks.	Pupil Premium and under-performing pupils and parents develop basic skills through shared activities.	Family learning develops skills in core subjects. Programme enables parents to support home learning, and pupils attainment improves.	No EEF data	Parents and pupils develop basic skills. Home learning is supported and pupils' rate of progress increases.	£1,627	£1,790
Improve pupil outcomes via the School Counsellor / play therapist.	Pupils' demonstrate emotional and / or behavioural difficulties within the classroom.	Pupil premium and disaffected pupils access psychotherapy.	Pupils' emotional wellbeing improves and impacts positively on their ability to make progress within the classroom.	No EEF data	Pupils mental wellbeing needs are met and they begin to accelerate their progress within the classroom.	£4,200	£4,640
Develop home school partnerships in order to improve pupil outcomes.	Parent worker required to act as a facilitator for parents to develop knowledge of the curriculum / build relationships with key members of staff.	Parents are supportive of PP pupils and look to build on previous attainment.	Families engage fully with the school and are supportive of its ethos / attainment of own children.	No EEF data	Positive relationships with all stakeholders impacts on attainment across year groups / in termly assessments.	£11,727	£12,899
Develop pupil's oracy through Speech & Language therapy.	Pupils' language skills are impacting on their ability to make expected progress within the curriculum.	Identified pupils' access Speech and Language therapy on a weekly basis through direct support and / or additional planned interventions with trained support staff.	Pupils' oral language skills improve within the classroom.	No EEF data	Pupils receive weekly support and make good progress in response to personal intervention / progress across the curriculum.	£13,692	£15,061
Improve knowledge of pupils' personal safety and emotional / physical well-	Pupils' sickness / absences are impacting on learning opportunities.	Identified pupils are referred to the school nurse to address any	Pupils' absence patterns improve.	No EEF data	Pupils' self-awareness and self-confidence		



being through access to the School Nurse / workshops.		ongoing medical issues. Pupils' safety and well-being are a focus of half termly discussions / workshops with the Sch. Nurse.	Pupils have a more heightened awareness of their own personal safety and well-being.		increases, and pupils' expected outcomes, improves.		
Effectively manage disruptive behaviour within the school / classroom in partnership with external agencies.	Pupils' behaviour impacts negatively on teaching and learning, both as a class and on an individual basis.	Learning walks take place on a regular basis. Individualised support is identified and behaviour plans initiated for pupils across the school.	Staff and pupils both have an understanding of different behaviours and strategies for managing them.	No EEF data	Behaviour for learning is positive in all classrooms / across the school.	£2,614	£2,875
Financially support disadvantaged pupil visits to ensure all pupils have equal access to enrichment activities.	Pupils have a limited range of experiences to extend their learning.  Pupils' require first-hand experiences in order to complete more in depth writing / follow up tasks.	Financial support in place for identified pupils to enable them to access educational day visits.	Pupils benefit from attending educational day visits socially and intellectually.	No EEF data	Subsidised visits ensures all pupils are able to attend with their peers. Knowledge of topics / writing skills improves due to first-hand experience.	£2,500	£2,750
House a range of animals/pets and extend pupils wider experiences and opportunities.	Pupils have a limited knowledge of animals / pets as living things and their care requirements.	Animal Technician is in place to provide all year round care. Pupils take on the role of Animal Monitor and engage in feeding, handling and caring for animals /pets within the school community.	Pupils are proud of their school and its stimulating environment. They have a knowledge of the animals / pets and play an active role in their day to day care.	No EEF data	Pupils have an understanding of animals / pets' needs and have taken responsibility for their care.	£19,680	£21,648
Highlight class teachers' accountability within Perf.Mgt. and ongoing	Gap between PP and non PP needs to be closed further.	Initiatives are planned and tracked throughout the academic year.	Data of all pupils is updated on a termly basis and performance of PP	No EEF data	Class teachers demonstrate their accountability for disadvantaged	£24,750	£27,225



monitoring across the school.			within the class is analysed. Planning is differentiated to meet the wide range of abilities within each cohort.		pupils through their ongoing provision, monitoring and PP meetings.		
Monitoring and evaluation of Pupil Premium.	Impact of initiatives requires analysis, to determine effectiveness.	Member of SLT monitors effectiveness of expenditure.	Interventions timetabled for identified pupils to enable them to achieve the best possible outcomes for them.	No EEF data	Stakeholders are aware of the PPG expenditure and its impact on pupils' personal outcomes / whole school attainment.	£10,000	£9,000

### **Education Endowment Foundation (EEF)**

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents. They fund rigorous evaluations of innovative projects aiming to raise pupils' attainment. They do this to find out what's most likely to work effectively and cost-effectively, and to put that into action across the country. At Bordesley Village Primary School, we endeavour to use research findings from the EEF to help prioritise and allocate PP funding. Where the EEF does not support the action or intervention with research findings, then previous impact (from prior data) of the intervention or action will be used to inform the allocation of funds.



The impact of PP interventions can be seen in the tables below:

	Attainment at end of Yr.1 (2018/19)	National Expectation 2018/19
Pupil Premium Groups	Phonic Screening Check	Phonic Screening Check
All children at Expected at end of Yr.1	93.3%	81.8%
Pupil Premium at Expected at end of Yr.1	92.9%	70.6%
Non Pupil Premium at Expected at end of Yr.1	93.8%	84.4%

	Attainment at end of KS1 – Yr.2 (2018/19)			National Expectation 2018/19		
Pupil Premium Groups	Reading	Writing	Maths	R	W	M
All children at Expected at end of KS1	80.0%	76.7%	83.3%	74.9%	69.2%	75.6%
Pupil Premium at Expected at end of KS1	75%	68.8%	75%	61.9%	54.8%	62.2%
Non Pupil Premium at Expected at end of KS1	85.7%	85.7%	92.9%	78.4%	73.1%	79.2%
All children Combined Reading, Writing & Maths	73.3%			64.9%		
Pupil Premium Combined Reading, Writing & Maths	62.5%					
Non Pupil Premium Combined Reading, Writing & Maths	85.7%					
	Attainment at end of KS2 – Yr.6 (2018/19)			National Expectation 2018/19		
Pupil Premium Groups	Reading	Writing	Maths	R	W	M
All children at Expected at end of KS2	93.1%	93.1%	96.6%	73.1%	78.4%	78.6%
Pupil Premium at Expected at end of KS2	91.7%	91.7%	95.8%	62.1%	67.8%	67.4%
Non Pupil Premium at Expected at end of KS2	100%	100%	100%	77.9%	83.1%	83.6%
All children Combined Reading, Writing & Maths	93.1%			64.8%		
Pupil Premium Combined Reading, Writing & Maths	91.7%			51.3%		
Non Pupil Premium Combined Reading, Writing & Maths	100%			70.7%		