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| ***Principles in the use of the Pupil Premium Grant (PPG) at Randal Cremer Primary School:***  **Our Vision:**  Every Child will leave Randal Cremer able to excel academically and socially.  **Our Mission:**  Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, respect, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers. | | |
| We recognise that our school is located in an area of high social deprivation and that we have a high percentage of pupils entitled to FSM and that this brings with it some complex challenges. However, all staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential.  To help us achieve this, we are determined that children will leave each year group ready for the next stage in their learning. The revised National Curriculum provides opportunities for pupils to master the content of each year ensuring that children are not accelerating through a curriculum with significant gaps in their learning. To help us achieve this, we look closely at each cohort of children and match interventions, support and expertise to their needs.  We are also aware that a significant number of children entering our school have limited language skills and poor physical development, and that there is a strong correlation between these key skills and entitlement to PPG. We are therefore focusing on developing children’s language and fine and gross motor skills further down the school in order to raise attainment for all and ensure that we are ‘narrowing the gap’ in attainment at the end of EYFS and KS1.  Through targeted interventions we are working to eliminate barriers to learning and progress. For those children eligible for PPG who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. We ensure that we know all our pupils well and no child is overlooked or left behind. The school’s own self evaluation has identified that we need to work harder to ensure our higher achieving pupils are working at a greater depth of understanding and this will be a key objective for 2015-2016.  We have worked hard to provide a curriculum that is relevant to our children and helps them to develop the skills they need to succeed in the 21st Century. We are working on embedding a ‘Growth Mindset’ approach to learning that will enable all pupils to show resilience, respond to feedback, embrace challenge , practise and apply strategies, ask questions and take risks ie. not opting for the easiest questions.  Finally, we recognise that for all our pupils, but especially those entitled to PPG, we need to work hard to engage parents and carers in their children’s learning. Last year we ran a programme of parent workshops across our EYFS and we want to build on this work to extend into KS1 and KS2.  In selecting where to allocate resources we have taken a number of factors into consideration.   * Importance of Quality First Teaching (Sutton Trust) * Parental Engagement (LPPA) * Outstanding Formative Assessment (Shirley Clarke) * Growth Mindset (Carole Dweck & Barry Hymer) * Maximising the Impact of Teaching Assistants (Education Endowment Foundation Toolkit)   Our objectives in allocating PPG are: (see SDP)   1. To ensure all pupils make progress from their starting points. 2. To increase percentages of pupils working at age related expectations in reading, writing and maths. 3. To enhance the provision in EYFS so that children are ready for Year 1 especially in the core skills of Physical Development, Personal and Social Development and Language Development but also in the basic maths, reading and writing skills. 4. To increase the number of teachers achieving outstanding in their day to day teaching through quality CPD, effective coaching and outstanding formative assessment. 5. To Narrow the gap for key groups – white British, High Achievers, Turkish, Kurdish, Cypriot pupils, (especially boys), Black African and SEND 6. To continue to strengthen parental engagement in learning, through increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents’ meetings). 7. To provide and instil a ‘Growth Mindset’ approach to learning and assessment. 8. To have a broad and balanced curriculum map in place that embeds reading, writing, oral development and mathematical skills and ensures pupils have a range of opportunities to develop spiritually, morally, socially and culturally so that they are able to excel in future educational setting. | | |
| Pupils on Roll | | |
| Total Number of Pupils on Roll | 425 | |
| Number of Pupils and Pupil Premium Grant (PPG) Predicted to Receive | | |
| Total Number of Pupils on Roll | 425 | |
| Total Number of Pupils eligible for PPG (as of 30/09/15) | 205 | |
| Amount of PPG per Pupil | £1320.00 | |
| **Total amount of PPG received** | £270,600 | |
|  | No. | % |
| Year 6 | 44 | 22% |
| Year 5 | 38 | 18% |
| Year 4 | 39 | 19% |
| Year 3 | 22 | 11% |
| Year 2 | 26 | 13% |
| Year 1 | 19 | 9% |
| Reception | 17 | 8% |

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| **Record of Pupil Premium Grant Spending by ITEM/Project 2015-2016** |

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| **Year Group** | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Upper School | Reachout Club | 1, 2 & 5 | £ 2,000.00 | To raise aspirations and involvement in learning of pupils at risk of underachievement. | Increased attainment and progress in English and Maths at end of KS2 |  |
| Yr 6 Boosters and Easter School | 1, 2 & 5 | £ 11,500.00 | Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision | Increased attainment and progress in English & Maths at KS2 |  |
| Nurture Group for SEND pupils in Yr 6 | 1 & 5 | £ 4,200.00 | For SEND pupils to make good progress from the starting points. | Increased attainment and better progress for SEND pupils. |  |
| 1:1 Writing Tuition | 1, 2 & 5 | £ 3,320.00 | To develop children’s basic skills for writing | Raise attainment in writing. |  |
| To provide additional teacher | 1, 2 & 5 | £ 27,500.00 | To raise attainment and improve progress in maths | To increase percentages of pupils working at greater depth in maths and at age expected. |  |
| Turkish Boy’s Reading Group | 1, 2 & 5 | £ 4,100.00 | To improve boy’s participation in reading | Increased attainment and progress in reading for Turkish Boys |  |
|  | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Upper School | Year 6 Residential | 7 & 8 | £ 11,000.00 | To ensure pupils in year 6 are Secondary Ready | Pupils are socially able to excel at secondary school. |  |
| Year 5 Residential | 7 & 8 | £ 8,000.00 | To develop problem solving and teambuilding in Year 5 | Pupils are socially ready for mext stage of learning |  |
| To participate in Debate Mate | 2, 5 & 8 | £ 2,000.00 | To improve pupils' use of academic language structures. | Pupils have the oral skills needed to be successful writers |  |
| Digital Leaders | 2, 5 & 8 | £ 5,100.00 | To increase engaement in school through developing computing ambassadors | Children take on leadership and evaluation of computing curriculum |  |
| Learning Conferences | 1, 5 & 8 | £ 4,800.00 | Improving feedback to pupils through half termly learning conferences: |  |  |
| 1:1 Phyical Literacy Development | 1 & 8 | £ 2,300.00 | For Pupils with poor motor skills to develop improved hand-writing | Improved presentation in Year 5 |  |
| Small Group Tuition in maths/Reading and Writing | 1, 2, 5 | £ 8,500.00 | To ensure underachieving pupils are working at age related expectations at the end of Year 6 | Raised attainment at the end of Yr 6 |  |
|  | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
|  | Pobble Writing Workshops | 1, 2 & 5 | £ 3,400.00 | To develop pupils' writing skills | Raised attainment at the end of Yr 6 |  |
| Upper School | Year 6 Summer School | 7 & 8 | £ 3,500.00 | To prepare new Year 6 pupils for expectations in Yr 6 | Children attending are able to take on leadership roles and be positive role models in the school |  |
| Year 6 School Uniform | 8 | £ 1,000.00 | Year 6's buy into the vision of being able to excel academically and socially | Year 6's are recognised as socially and academically Randal Cremer Pupils |  |
| Middle School | 1:1 Physical Literacy Development | 1 & 8 | £ 4,300.00 | For Pupils with poor motor skills to develop improved hand-writing | Improved presentation |  |
| Pobble Writing Workshops | 1, 2, 5 | £ 5,000.00 | To develop pupils' writing skills | Increase percentage of pupils writing at age expected in Yr 5 |  |
| Small Group Reading, Writing and Maths tuition | 1, 2, 5 | £ 12,000.00 | To ensure pupils below age expected catch up with peers | Increase percentage of pupils working at age expected for maths in. |  |
| To support pupils with homework | 1, 2, 5 | £ 5,000.00 | To improve attitudes and participation in home learning | Increase in pupils working at age expected |  |
| Language Groups for pupils on SEND support | 1 & 5 | £ 9,100.00 | To improve access to the curriculum for pupils with SEN needs | To improve progress of SEND pupils |  |
| Middle School | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Ensure access to curriculum engages all pupils through opportunities for visits and workshops. | 1, 2, 7 & 8 | £ 15,400.00 | To provide opportunities for writing and demonstrating mastery in maths | To increase percentage of pupils working at age expected |  |
| 1:1 Phonics Tuition | 1, 2 5 | £ 2,000.00 | To ensure all pupils are able to decode by the end of Yr 2 | Increased attainment in reading |  |
| White British Boys academic Mentoring | 1, 2 & 5 | £ 5,500.00 | To raise academic attainment of white British Boys | Increase percentage of white British Boys working at Age Related Expectations |  |
| EAL support Days for Turkish and Black African Parents | 1,2 & 5 | £ 5,000.00 | Supporting the development of independence, language skills and effective communication with children and parents. | Children develop language skills quickly and also become more independent in their learning. |  |

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|  | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Middle School | Provide school uniform for pupils. | 7 & 8 | £ 500.00 | Ensure all pupils buy into the long term vision and excuses for non compliance are removed. | Children are all wearing correct school uniform | Children are all wearing correct school uniform |
| Focused Revision classes for Yr 2 SATS preparation | 1,2, 5 | £ 11,700.00 | Improve maths, reading and writing skills | Increase percentages of pupils working at age expected at end of KS1 |  |
| Access to library for pupils and parents | 6 | £ 1,800.00 | For parents and children to be able to use the school library out of school hours. | Increased attainment in reading |  |
| Learning Conferences | 7 & 8 | £ 7,200.00 | Improving feedback to pupils through half termly learning conferences: | Chidren understand clearly what they are trying to learn and what is expected of them. Children take ownership of their learning and are fully involved in deciding what needs to be done next |  |

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|  | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Lower School | Physical Literacy Programme | 3 | £ 9,500.00 | To devlop the core physical skills and control to be successful learners | Children have the core strength to be able to write and engage in learning |  |
| Launchpad Language development | 3 | £ 9,100.00 | To screen, identify and provide intervention to ensure children acquire langauge skills necessary for learning | Children develop age appropriate language skills |  |
| Family Reading | 3 | £ 6,000.00 | To work alongside families to develop reading for pleasure | Attainment in reading improved |  |
| Parental Engagement workshops | 3 | £ 7,000.00 | Supporting parents to overcome barriers to children's learning and engaging parents in learning | Parent attendance at workshops good. Parents more confident in supporting their child with learning and behaviour. |  |

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|  | **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Whole School | Targeted Extended School Places in Breakfast Club and Play Centre | 6 | £ 6,000.00 | Improved attendance and punctuality and children ready to learn | Children have a good start to the school day and a healthy breakfast. Children taking part in enrichment activities. |  |
| Family Support Work | 6 | £ 10,000.00 | To target children with persistant absence to be attending at least in line with national expectations | Improved attendance and punctuality |  |
| To develop outstanding fomative assessment across the school trhrough CPD and moderation | 7 & 8 | £ 2,500.00 | To ensure children and pupils are acquiring age related mastery in core subjects through good or better planning for learning and teaching. | Improved outcomes for pupils in all year groups |  |
| Additional Cover Supervisor in post | 1, 2, 5 | £ 19,000.00 | To enable teachers to work alongside subject leaders to develop quality first teaching. | Improved outcomes for pupils in all year groups |  |
| **Item/Project** | **Objective No.** | **Cost** | **Objective** | **Desired Outcome** | **Evaluation** |
| Targeted Parent Workshops | 6, 7 & 8 | £ 3,500.00 | To improve attitudes and participation in home learning | Increase in pupils working at age expected |  |
| Provide CPD & time for all support staff to ensure we are maximising their impact. | 1,2, 5 | £ 16,000.00 | All support staff are paid for additional hours to both receive CPD, appraisal and plan alongside class teachers. | Improved outcomes for pupils in all year groups |  |
| Total Planned Spend of PPG | | | £270,520 | | |  |
| Total PPG Received | | | £270,520 | | |  |

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| **Impact of Pupil Premium Spending 2015-2016** |
| The school’s evaluation of its own performance has improved and identification of underperformance is rigorous. Tracking pf progress over time for each pupil is thorough so we can quickly identify and dips and develop sensible strategies and interventions to promote improvement.  Each half term the impact of any intervention is analysed through the information gathered on individual pupils and groups. The effectiveness of the intervention is judged and amendments made if the desired outcome is not effective.  In 2015-2016 we will use a range of information to help us analyse impact of spending:   * Summative assessment at the end of each unit * Entry and exit benchmarks into any intervention * Phonics Outcomes * EYFS data * Mastery of age related curriculum * Outcomes of lesson observations, book scrutiny, learning walks, pupil interviews. * Participation surveys in CPD/parental workshops * Stakeholder feedback * Standardized testing at the end of December and June |

**The following table shows the performance of pupils at the start of the year against mastery of the previous year’s curriculum.**

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| **PPG** | Progress Tracker at July 2015 | Year 1  Cohort 19 | | | Year 2  Cohort 26 \* | | | Year 3  Cohort 22 | | | Year 4  Cohort 37 | | | Year 5  Cohort 44 | | | Year 6  Cohort 42 | | |
| R | W | M | R | W | M | R | W | M | R | W | M | R | W | M | R | W\* | M |
| % AE at end of previous Yr | 79% | 79% | 84% | 73% | 73% | 66% | 80% | 66% | 78% | 79% | 64% | 77% | 89% | 84% | 89% | 79% | 69% | 64% |
| SEND | 0 | 0 | 50% | 0 | 0 | 0 | N/A | N/A | N/A | 33% | 22% | 22% | 67% | 67% | 67% | 0 | 0 | 0 |
| Boys | 70% | 80% | 80% | 79% | 64% | 57% | 92% | 75% | 92% | 72% | 56% | 72% | 82% | 82% | 86% | 69% | 65% | 61% |
| Girls | 89% | 78% | 89% | 75% | 83% | 75% | 90% | 80% | 80% | 93% | 79% | 86% | 100% | 87% | 94% | 88% | 75% | 69% |
| TKC | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 50% | 100% | 67% | 50% | 33% | 75% | 75% | 87% | 71% | 64% | 71% |
| TKC Boys | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 0 | 67% | 33% | 33% | 50% | 50% | 75% | 64% | 64% | 64% |
| BCR | 100% | 100% | 100% | 100% | 67% | 67% | 100% | 75% | 100% | 83% | 83% | 83% | 75% | 75% | 75% | 80% | 80% | 80% |
| W Brit | N/A | N/A | N/A | 50% | 50% | 50% | 100% | 100% | 100% | 75% | 50% | 50% | 100% | 100% | 100% | 60% | 20% | 20% |
| W Brit Boys | N/A | N/A | N/A | 50% | 50% | 50% | 100% | 100% | 100% | 50% | 50% | 50% | 100% | 100% | 100% | 67% | 33% | 33% |
| Black African | 100% | 100% | 100% | 88% | 75% | 63% | 75% | 75% | 75% | 100% | 75% | 100% | 100% | 80% | 87% | 75% | 75% | 75% |
| Bangladeshi | 50% | 25% | 50% | 50% | 67% | 50% | 100% | 100% | 100% | 75% | 63% | 88% | 100% | 100% | 100% | 100% | 100% | 50% |
| EAL | 73% | 73% | 78% | 78% | 78% | 69% | 88% | 75% | 88% | 79% | 63% | 79% | 92% | 85% | 92% | 75% | 71% | 68% |
| Non EAL | 91% | 91% | 100% | 75% | 63% | 63% | 93% | 79% | 86% | 80% | 67% | 73% | 83% | 83% | 83% | 79% | 64% | 57% |