



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 although 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.

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, especially in reading and this will be a key objective for 2018-2019. We also recognise that pupils across all year groups make better progress when the quality of teaching and learning is continually developed through coaching, mentoring and training.

The school has 2 additional priorities this year:

- To develop a shared understanding of fluency across all areas of the curriculum
- To involve parents in their children's education including understanding how to keep children safe on line, how to support learning and how they can contribute to the school community

Pupils on Roll	
Total Number of Pupils on Roll	346
Number of Pupils and Pupil Premium Grant (PPG) Predicted to Receive	
Total Number of Pupils eligible for PPG (as of 31/10/2018)	139
Amount of PPG per Pupil	£1320.00
Amount of PPG received	£236280
Total amount of PPG received	£183480
Total number of pupils eligible for EYFS PPG (as of 31/10/2018)	4
Approximate amount of PPG per pupil *	£300



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Total amount of EYFS PPG received	£1200
<i>* This figure is based on 53p per hour per eligible child. It should be noted that only P/T children will be eligible.</i>	

	No.	%	Total £
Year 6	26	19%	34,861.20
Year 5	29	21%	38,530.80
Year 4	30	22%	40,365.60
Year 3	20	14%	25,687.20
Year 2	13	9%	16,513.20
Year 1	13	9%	16,513.20
Reception	8	6%	11008.80
	139	100%	183,480.00
Nursery	4		£1200
	143	Total	£184,680.00

1. Summary Information					
School	Randal Cremer Primary School				
Academic Year	Sept 2018-July 2019	Total PP Budget	£184,680.00	Date of PP Review	May 2014
Total Number of Pupils	346	Number of Pupils entitled to PPG	139	Date Agreed By Governors: 27/11/18	
2. Achievement of Pupils (Based on Year 6 Results for 2019)					
Randal Cremer Figures for Pupils eligible for PPG		National Figures for Pupils not eligible for PPG			
% achieving expectations in Reading	78%	% achieving expectations in Reading			
% achieving expectations in Writing	93%	% achieving expectations in Writing			
% achieving expectations in Maths	81%	% achieving expectations in Maths			
% achieving expectations in GPS	85%	% achieving expectations in GPS			
% achieving Greater Depth in Reading	30%	% achieving Greater Depth in Reading			
% achieving Greater Depth in Writing	30%	% achieving Greater Depth in Writing			
% achieving Greater Depth in Maths	33%	% achieving Greater Depth in Maths			
% achieving Greater Depth in GPS	52%	% achieving Greater Depth in GPS			
3. Barriers to future attainment (for pupils eligible to PP, including High Ability)					
In-School barriers (issues to be addressed in school, such as poor oral language skills)					
a.	Pupils ready to learn in class (mentally/emotionally)				
b.	Poor receptive and expressive language skills which impacts on ability to access the curriculum				
c.	Poor physical health, including sleep, diet, exercise, muscle control				
d.	English as an additional language, subtleties and nuances of language can be missed, including understanding questions in tests				
External Barriers (issues which also require action outside school, eg. low attendance rates)					
e.	Consistent attendance and punctuality especially for White English pupils or children on CIN or CP Plans				
f.	Access to resources – including books, libraries, life experiences (especially cultural), ICT,				
g.	Low aspirations about what can be achieved and how to succeed.				
h.	Lack of routines, including – home reading, home learning, practice of basic skills eg. times tables, spellings, late bed times				
i.	Parental engagement with school and perceptions of purpose of education. For example, worksheets vs project learning.				
j.	Lack of conversation, discussion and debate. Children responding in 1 word answers rather than building and developing ideas.				



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k.	Stigmatisation of children needing additional support. Parents refuse to allow children to go to CAMHS or be assessed for additional needs.	
4. Desired Outcomes		
	<i>Desired Outcome and how they will be measured</i>	<i>Success Criteria</i>
a.	Disadvantaged pupils attendance and punctuality to improve	PPG pupils attendance is in line with non PPG
b.	Pupils are able to access learning – physiological, safety, attachment, SEND, mental health and wellbeing including self esteem are being met.	Lessons are not interrupted to deal with behaviour. Pupils are able to access core learning with rest of class meaning the need for intervention to boost reading, writing or maths is reduced.
c.	Pupils are able to use appropriate academic language in speaking and in writing.	Pupils are writing at least at age expected. More able pupils entitled to PPG are performing at Greater Depth at the end of KS2.
d.	Reading is of high profile across the school and children read regularly with enjoyment and also understanding that reading enables access to knowledge.	Pupils are writing at least at age expected. More able pupils entitled to PPG are performing at Greater Depth at the end of KS2.
e.	Children are physically able to perform well across the curriculum including being able to sit and write for sustained periods.	Pupils are writing at least at age expected. More able pupils entitled to PPG are performing at Greater Depth at the end of KS2.
f.	Parents understand the aspirations of the school and are able to articulate them. They know who to ask for support and help and are confident approaching the school with ideas or questions. Shared spaces in the school are available to parents to access before and after school eg. ICT suite	Across the school parents are engaged in learning with the their children.
g.	Pupils have access to a wide range of spiritual, moral, social and cultural experiences that they can draw on when reading, writing or solving problems.	Pupils are better able to access the curriculum because they have something with which they can form connections.
h.	All pupils receive carefully thought out teaching, based on pedagogy and assessment of current knowledge, understanding and skills; including verbal and written feedback.	Across the school the gap between non-disadvantaged and disadvantaged pupils narrows.



5. Planned Expenditure					
Academic Year	2018-2019				
Quality of Teaching for all					
Desired Outcome	Chosen Action/Approach	Evidence and rational for choice	Implementation	Staff Lead	Review
For all PPG pupils to make at least expected progress across the school.	<p>To use coaching/ mentoring/ microscripts to develop a shared pedagogical approach to teaching and learning across Randal Cremer. Intervention to be reading focused across the school.</p> <p>For CPD to be targeted and relevant to all staff, fortnightly reading meetings, LSA CPD and Teacher CPD focused on quality of teaching & Learning.</p> <p>Assessment is focused on identifying gaps in learning and planning effectively. Marking and feedback is carefully considered and matched to individual children's needs.</p>	<p>Sutton Trust: The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years of learning with effective teachers.</p> <p>The EEF t&L Toolkit identifies that reading comprehension approaches deliver an additional six months' progress.</p> <p>The EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback.</p>	The Assessment/ Moderation calendar will ensure continual evaluation of provision.	Head/DHT	The quality of teaching continues to develop and the gap between PPG and non-PPG children has narrowed across all key stages.



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Cost: £110,680					
Targeted Support					
Desired Outcome	Chosen Action/Approach	Evidence and rational for choice	Implementation	Staff Lead	Review
Pupils are able to access learning – physiological, safety, attachment, SEND, mental health and wellbeing including self esteem are being met.	Caretaker House. Training of staff to be able to use understanding of attachment theory to meet needs of most vulnerable pupils. How school focus on wellbeing.	The EEF Toolkit identifies that SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	Careful tracking of behaviour incidents. Monitoring of interventions and review.	Head / SENCO	This is a continued focus for the year but there has been a big shift in understanding of children’s early childhood and the impact on their learning.
Cost: £41,700					



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Targeted Support					
Desired Outcome	Chosen Action/Approach	Evidence and rational for choice	Implementation	Staff Lead	Review
Disadvantaged pupils attendance and punctuality to improve	High profile across school. Children causing concern identified quickly and appropriate action taken. Use of supportive meetings to encourage improved attendance. Maintianing links with EWO and Children's Social Care to ensure no child slips through the gap. Use of Caretaker House to provide parents with safe space and support.	In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. The findings were based on the attainment of pupils at the end of KS2 and KS4 in state-funded mainstream schools in the 2013/14 academic year, compared to their level of absence across all years in the relevant KS.	Attendance meetings every 3 weeks. Monitoring of attendance by Pastoral Team and HT	Head	The Gaps has closed significantly. Year 17-18 Persistants absence was 12% for children entitled to PPG. +for the last academic year it was 9.7%
					Cost: £7,500



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Other Approaches					
Desired Outcome	Chosen Action/Approach	Evidence and rational for choice	Implementation	Staff Lead	Review
For pupils to access a range of social/cultural/sporting experiences, visits and activities	Drop Down Curriculum Planned visits and workshops. All clubs available to all pupils and not limited only to children who can pay. Children encouraged to collaborate and reflect on their own and each other's learning.	<p>The EEF found that such work is more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	Moderation and Assessment Calendar Curriculum reviews	Head / DHT	See above.
					Cost: £14,800



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Other Approaches					
Desired Outcome	Chosen Action/Approach	Evidence and rational for choice	Implementation	Staff Lead	Review
Parental Engagement increases and they understand the aspirations of the school and are able to articulate them. They know who to ask for support and help and are confident approaching the school with ideas or questions.	Open Door policies to share learning. Opening of shared spaces to support parents and children. Parental Engagement strategies through EYFS workshops, Family Maths and Young Black Men's project.	EEF T&L Toolkit: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes	Case studies. Attendance register Surveys.	Head/DHT	Ongoing.
					Cost: £10,000
					Total: £184,680



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