Pupil Premium Strategy Statement & Evaluation

1. Summary information					
School	Cannon Lane Primary School				
Academic Year	2019/20	**Total PPG budget**	£46,800	**Date of most recent PP Review**	N/A
Total number of pupils	790	**Number of pupils eligible for PP**	37 (5%)	**Date for next internal review of this strategy**	Sept 2020

2. Current attainment 2018/19	YR PPG CLPS	YR not PPG	YR overall	*Y2 PPG*	Y2 not PPG	*Y2 overall*	*Y6 PPG*	*Y6 not PPG*	*Y6 overall*
% achieving a Good Level of Development	67%	87%	87%						
% achieving in reading				33%	89%	86.7%	88%	88.3%	88%
% achieving in writing				33%	88%	85%	63%	93.7%	91.6%
% achieving in maths				33%	89.5%	86.7%	50%	92.8%	89.9%
% achieving in GPS							75%	97%	95.8%

3. Barriers to future attainment	
In-school barriers	
A.	Ensuring that all pupils are challenged.
B.	Some pupils in reciept of the Pupil Premium Grant do not make expected progress over the school year. Some of these pupils have additional disadvantages like SEND or have English as an additional language.
C.	Some of our pupils in reciept of the Pupil Premium Grant struggle with social/emotional barriers and well-being.
External barriers	
D	Home Learning environment/lack of resources and experiences.
E	Attendance of our pupils in reciept of the Pupil Premium Grant is slightly lower than that of the rest of the children at CLPS. (Children in receipt of Pupil Premium 95.3% the rest of the school = 96.5%)

4.	**Desired, measureable outcomes 2019-2020**	**Success criteria**
A.	Improve challenge for all pupils.	Pupil assessment data shows evidence of accelerated progress/exceeding/greater depth of more able children in receipt of the Pupil Premium Grant and all children are making expected/better than expected progress.
B.	To embed the use of assessment information to accelerate pupils' progress – ensuring that teaching and learning is matched to pupils' abilities from their starting points.	Children are making at least expected progress in reading, writing and maths or are at the expected level, Where children are working below they make better than expected progress. Evidence shows that adults are helping children to be able to learn more and remember more.
C.	To improve wellbeing and engagement of pupils who struggle with social/emotional barriers.	Wellbeing and engagement levels are improving for these pupils demonstrated through Leuven scales. Fewer behaviour incidents recorded for children receiving additional social, emotional and wellbeing support. Children feel more positive about their learning.
D.	To enhance cultural capital for pupils through enrichment, extra-curricular clubs and experiences.	A higher % of pupils is receipt of the PPG are attending extra-curricular clubs, playing musical instruments and having the resources to learn.
E.	Improved attendance for children in receipt of the Pupil Premium Grant.	Attendance is in line with the rest of the children at CLPS.

1. Review of Expenditure

Previous Academic Year | **2018/19**

i. Quality of teaching and enrichment for all

Action	Intended Outcome	Estimated Impact	Lessons learned	Cost
A Continued CPD on providing challenge for higher attaining pupils.	Improve progress for high attaining pupils.	12.5% of children in receipt of the Pupil Premium Grant reached 'working at greater depth' in maths and 25% in reading. Of the % of children in receipt of the PPG who are higher attaining they all achieved greater depth. 100% pupils in receipt of the Pupil Premium grant passed the Year One Phonics check.	Continue to add Challenge into our teaching and focus as a school.	
Monitor progress in children's books through work scrutiny.		Work scrutiny was done weekly by SLT and phase teams. Feedback and action points were fed back to teachers including work of children in receipt of Pupil premium funding. Improvements and a high standard was kept up throughout the year and action points followed up. Progress was monitored across reading, writing & maths by the PPG lead.	Training is taking place for all staff in September for supporting disadvantaged pupils. All teachers to write their action plans by end of September about the support being put in place.	**£4,500**

% Children who made Expected or Better than Expected Progress from the start of the year	Maths	Reading	Writing
Reception	100%	100%	100%
Key Stage 1	33%	67%	44%
Key Stage 2	67%	81%	63%

Action	Intended Outcome	Estimated Impact	Lessons learned	Cost
B Review our 'Shared Vision for Effective Teaching and Learning'.	To embed the use of assessment information to accelerate pupils' progress.	Staff reviewed and had training and 1:1 support in our vision for Effective Teaching and learning.		
Provide CPD for teachers and support staff on effective teaching and learning with a specific focus on differentiation		Staff training was completed on effective differentiation. Phase meetings had a focus on differentiation. Assistant Heads Planning Scrutiny.	As new staff arrive and change key stage/phase this needs revisiting regularly.	
Monitor and evaluate the quality of teaching and learning across the school ensuring that there is a consistent approach in line with the shared vision		Termly lesson observations of teachers. Peer observations with SLT members. Action points and observations fed back verbally as well as written.	Continue this process.	

Provide continuing professional development for school leaders, teachers and support staff on the effective use of assessment information.		Staff had training in using Classroom Monitor and staff use their assessment information to plan from and target individuals/groups.	Continue to map and check that children are making the progress across all areas.	
Pupil progress meetings to take place termly with each class teacher to monitor how teaching and learning is adapted to reflect children's starting points.		Pupil progress meetings were used to highlight and track our pupils and use this assessment information to plan.	Continue to hold Pupil progress Meetings with class teachers and ensure that pupils are making the progress they need.	**£13,250**
ii. Targeted support				
Action	**Intended Outcome**	**Estimated Impact**	**Lessons learned**	**Cost**
A AHT responsible for children in receipt of the Pupil Premium Grant to speak to parents about other possible ways to support their child.	Improve progress for high attaining pupils.	Letters were sent out to all parents in receipt of the Pupil Premium Funding in September. The Assistant head with responsibility for Pupil premium had regular chats and updates with 60% of parents .	More contact with all parents this year to build up better support and an understanding of our pupils and their needs.	
Staff/AHTs to complete and take ownership of the action plans for individual children in receipt of the Pupil Premium Grant and consider other ways that each child can be extended further.		Assistant Heads wrote the action plans for each class teacher – every child had an evaluated action plan stating the support that they were being given.	Teachers didn't own the action plans as they had not written them so all teachers to write their own this year.	
Weekly and daily small group/individual interventions for higher attaining pupils – in addition to standard lessons.		Children had a high level of intervention and progress was made emotionally as well and academically.	Research suggests that children make better progress when with their peers/class teacher with less removal from class. This will be a focus next year. Also a measure for these interventions need to be set.	**£12,750**

Action	Intended Outcome	Estimated Impact	Lessons learned	Cost
C Weekly and daily small group/individual interventions for pupils – in addition to standard lessons.	To narrow the gap between PPG children and other pupils through enrichment, extra-curricular activities and planned intervention.	Children had a high level of intervention and progress was made emotionally as well and academically. Pupils that attended Counselling made significant progress on the Health of the Nation scales.	Research suggests that children make better progress when with their peers/class teacher with less removal from class. This will be a focus next year. Also a measure for these interventions need to be set.	
Make use of the variety of enrichment activities related to the schools aim in working towards the Arts Award.		The school has had their Statement of Commitment agreed by the Arts Council and are working on improvements to be made including a basic offer for all children at CLPS of create, compose, perform, as well as further opportunities for enrichment for all pupils. 31% of our Children in receipt of the Pupil Premium Grant attend enrichment art groups to support social skills and art skills during class time.	The school continue to work towards their gold/platinum Arts Mark award. Consider how we can have less time spent out of class for children.	
Subsided music lessons and educational trips/visits. Subsidised extra-curricular clubs.		Extra-curricular Clubs - 40% of children in receipt of the Pupil Premium Grant. took up the offer. Music lessons – 30% of children able to take up music lessons in the school took up the offer of lessons. Educational Visits and residential – 92% of children in receipt of Pupil premium took up the offer of support with the finance of this.	This year we want a higher % children to take up the offer of music lessons/extra-curricular clubs.	
Training for staff on issues surrounding adoptive children.		We have had training for staff and useful information sign posted to support these pupils. Parents report a lack of support for them out of school to help with day to day issues.	More support required for staff and training this year. Staff to find more support for parents who have adopted children.	
To particularly be aware of transition times for children and consider how we can support these children through these times.		Transition meetings took place for children going through transition times between classes/phases and new schools. Support for children who find these times were out in place and a Learning mentor has been employed to support this process.	Learning mentor/staff to continue to support individuals for transition.	**£13,250**

iii External Barriers				
Action	**Intended Outcome**	**Estimated Impact**	**Lessons learned**	**Cost**
D AHT responsible for attendance to monitor the attendance of the children in receipt of PPG and work with parents accordingly.	The attendance of PPG pupils to improve so that their attendance is in line with, or above, National Averages	Attendance of children in receipt of the Pupil Premium grant was 95.3% on average. The whole school was 96.5%	To improve the attendance to 96% for all pupils through continued work with parents and support for children.	
Attendance support plans put in place where parents require the support. Or alternatively target sheets for children.		The AHT responsible for attendance met with 80% of the parents of individuals that had attendance below 90% alongside a representative from Harrow.	To continue to target parents of pupils who are attending below national average this year.	**£ 2,550**
			Total Spend	**£ 46,300**

2. Planned expenditure					
Academic year	**2019/20**				
i Quality of teaching and enrichment for all					
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
To ensure that all pupils are challenged in lessons through high quality first teaching.	**A** Improve challenge for all pupils.	Pupils need to be challenged and extended from their starting points.	Lesson observations Phase meetings with challenge as a focus	SLT Subject Leaders	Jan 2020
To ensure that challenge is seen in work scrutiny			Work scrutiny – focus on greater depth/ exceeding pupils.	SLT Class teachers. Subject leaders.	Jan 2020
Teachers include daily challenge as part of their teaching			Challenge is used as a word in class daily and pupils are encouraged to further challenge themselves – observed through observation and looking for challenge areas in class.	SLT Class teachers. Subject leaders.	Jan 2020
Challenge is a focus in Phase/Inset.			INSET training and discussion in phase meetings about the challenge element in plans and class.	SLT Class teachers.	Jan 2020
				Cost	**£4,000**
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
Provide CPD for teachers and support staff on effective teaching and learning with a specific focus on differentiation	**B** To embed the use of assessment information to accelerate pupils' progress. – ensuring that teaching and learning is matched to pupils abilities form their starting points.	Ofsted report stated that teaching and learning is not always matched to pupils' abilities from their starting points.	Through INSET/ phase meetings and coaching/ mentoring.	SLT Subject Leaders	Jan 2020
Monitor and evaluate the quality of teaching and learning across the school through lesson visits.			Lesson visits and learning walks.	SLT Subject Leaders	Nov 2020

Monitor teaching and learning through work scrutiny and looking at planning.		Last year's progress for some groups of children didn't make expected.	Book scrutiny across school and with other schools.	SLT Subject Leaders Class teachers	Jan 2020
Moderation across school and with other schools.			Termly visits to other schools to moderate work and look at attainment/progress.	Class teachers SLT	March 2020
Provide continuing professional development for school leaders, teachers and support staff on the effective use of assessment information.			Assessment lead to provide CPD for class teachers and support staff	AHT Assessment lead.	Oct 2019
Pupil progress meetings to take place termly with each class teacher to monitor how teaching and learning is adapted to reflect children's starting points.			Pupil Progress meetings termly with class teachers/AHT.	AHT SLT	Dec 2019 and every term.
				Cost	**£13,500**
iii. Targeted support					
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
AHT responsible for children in receipt of the Pupil Premium Grant to speak to parents about other possible ways to support their child.	**A** Improve challenge for all pupils.	Getting feedback from parents on the child's learning behaviour at home can give us insight into how we can support them further.	Meetings with parents. Questionnaire /feedback from parents	AHT	Dec 2020
Teachers to complete and take ownership of the action plans for individual children in receipt of the Pupil Premium Grant and consider other ways that each child can be extended further.			Action plans to be completed and then to be reviewed termly.	Class teachers	Oct 2019
				Cost	**£11,500**

Action	Intended Outcome	What is the rationale for this choice?	Implementation	Staff lead	Review
Support in class as much as possible for the children to ensure they get the quality first teaching.	**C** To improve wellbeing and engagement of pupils who struggle with social/emotional barriers.	To ensure that the specific needs of children are met to make maximum progress and narrow the gap. Children to know that there is another member of staff in the school out of their phase that they can talk to and is looking out for them.	Teacher/TA support in class	Class teacher AHT	Feb 2019
Every child in receipt of the Pupil Premium Grant will given a mentor in school. This mentor will look out for them, take an interest, read with them and catch up with them each week.			Staff allocated to a child – then over the year develop the mentor role.	AHT All staff	Jan 2020
Counselling sessions for children who require once a week.			Trained counsellor in school weekly. Impact measured through Health of the Nation scales.	AHT JH	Jan 2019
Social skills rotated activities for those that require once a week on a rotation cookery/art/forest school.			Learning Mentor and specialist to lead these sessions – assessed through Leuven scales.	AHT Learning Mentor	Feb 2020
Rainbows sessions for the children who have experienced loss or bereavement.			Trained staff to lead sessions when required.	Trained staff XP SA LR JW	Feb 2020
Support/intervention for children who require help with behaviour.			Teacher/TA support in class AHT for the phase.	AHT Class teacher	Feb 2020
Staff to be aware and plan for transitions to new staff/ classes/schools for children that need it.		Transitions are hard for children who require this type of support.	Staff to have training/support in knowing how to deal with these times. Liaison with other staff/other schools to make transition smoother.	SLT AHT Class teacher	July 2020
				Cost	**£8,250**

Action	Intended Outcome	What is the rationale for this choice?	Implementation	Staff lead	Review
Make use of the variety of enrichment activities related to the schools aim in working towards the Arts Award.	**D** To enhance cultural capital for pupils through enrichment, extra-curricular clubs and experiences.	A higher % of pupils in receipt of the PPG are attending extra-curricular clubs, playing musical instruments and having the resources to learn.	Arts award opportunities for all students. Children to benefit from the create, compose, perform element of their work.	Arts lead Specialist teacher Class teachers	March 2020
A higher % of children in receipt of the Pupil Premium Grant are accessing music lessons and learning a musical instrument.			Work with JK to ensure that children in receipt of PPG are offered opportunities to learn a musical instrument.	JK DW Class teacher	Jan 2020
All pupils experience the range of educational trips/visits and visitors to the school.			Class teachers to ensure that we can support financially where needed.	Class teacher Office DW	On going
Children to attend extra-curricular clubs.			Class teachers to support children to access clubs where they may not usually be able to attend.	Class teacher Office DW	Termly
Support for children who require resources for learning. e.g. uniform/PE kit/books etc.			Where pupils require uniform, resources like books and stationary class teachers inform DW to purchase what is required.	Class teacher Office DW	On going
				Cost	**£8,250**

Action	Intended Outcome	What is the rationale for this choice?	Implementation	Staff lead	Review
AHT responsible for attendance to monitor the attendance of the children in receipt of PPG and work with parents accordingly. Attendance support plans put in place where parents require the support.	**D** Improved attendance pupils in receipt of the Pupil premium Grant so that their attendance is in line with the other children at CLPS.	Attendance for the children in receipt of the Pupil Premium Grant is slightly lower than the rest of the cohort.	Monitoring of SLT. Meetings with parents.	AHT responsible for attendance.	Jan 2020
			Support plans/target sheets	AHT	March 2020
				Cost	**1,300**
				Total Budgeted Cost	**£**