



## Canklow Woods Primary School - Pupil Premium Strategy 2018 - 2019

### Summary

Academic Year	2018-2019	Total PP budget*	£159,720	Date of PP Review	September 2018
Total Number of pupils*	195	No. of pupils eligible for PP	121 (62%)	Date of next Review	September 2019

\*Allocated numbers are based on the 2018 January census data.

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged children and close the gap between them and their peers. Funding is based upon whether a child has been registered for Free School Meals in the past 6 years (Ever-6 FSM), have been in the care of the Local Authority for more than 6 months or who are children of service personnel.

### The funding amount allocated per pupil for 2018- 2019 is as follows:

Ever-6 (free school meals)	£1320	Children who have been or are in Local Authority Care	£2300	Children of services personnel	£300
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## **Canklow Woods Pupil Premium Strategy Statement**

At Canklow Woods Primary School, we strongly believe that every child can reach their full potential regardless of their economic background. We have high aspirations and ambitions for every child and aim to nurture a passion and thirst for learning so that all of our children can go on to be successful throughout their lives. To ensure that we spend our pupil premium in the most effective way, we prioritise our spending carefully and use strategies which have been researched and proven to have an impact. In addition to this we aim to forge and maintain close links with our school community and parents to ensure that this funding helps our children.

### **How well are we doing at raising the attainment for disadvantaged children at Canklow Woods?**

In 2017-2018 a greater percentage of disadvantaged children achieved the expected standard at the end of Key Stage 2 than children not eligible for pupil premium. Progress scores in maths for disadvantaged children were excellent and in writing disadvantaged children made more progress than non-disadvantaged, however in reading, children for whom we received the Pupil Premium made less progress than non-disadvantaged children. Because disadvantaged children are achieving a good attainment at the end of Key Stage 2, we know that the strategies we put in place are having an impact, however we are also aware that there are areas in which we still need to improve, specifically in ensuring that Pupil Premium children make better progress in reading from Key Stage 1 to Key Stage 2.

## Current Attainment and Progress (2018 Assessments)

### Y1 Phonics Check

Canklow (national)	Canklow Non-PP (national)	Canklow PP (national)
76% (83%)	76% (85%)	75% (85%)

### Key Stage 1 Attainment 2018 - % of children who achieved national standard or above

	National	Local Authority	Canklow	Canklow non-PP	Canklow PP
Reading	75%	73%	93%	100%	86%
Writing	70%	%	79%	100%	57%
Maths	76%	75%	82%	100%	64%

### Key Stage 2 attainment 2018 - % of children who achieved national standard or above.

	National	Local Authority	Canklow	Canklow non-PP	Canklow PP
Reading	75%	70%	78%	75%	79%
Writing	78%	79%	89%	75%	95%
Maths	76%	74%	93%	88%	95%

**Key Stage 2 progress:** plus scores are greater than expected progress from KS1, minus scores less than expected progress from KS1

	Canklow Non PP	Canklow PP
Reading	-1.73	-2.15
Writing	-1.66	-0.51
Maths	+0.5	+3.57

**Attendance - Average % attendance (National comparison in brackets).**

Canklow	Canklow Non-PP	Canklow PP
95.7% (95.8%)	95.9% (96.4%)	95.7% (94.3%)

**Persistent Absence.**

In 2017-2018 we had 19 children who were recorded as persistent absentees (PA). This represents 10.9% of the school population, of the 19, 14 were PP children.

## Barriers to Learning

In School barriers		
A	Poor Language and communication skills	83% of children who qualify for PP enter FS with language skills below that of what is expected at their age. (combined baseline assessment of listening, speaking and understanding)
B	Behaviour for Learning	Many children struggle to have a growth mind set and lack ambition as to the value of education. They do not always see the role education has on their future.
External Barriers		
C	Lack of parental engagement with children at home	Some children do not receive the life experiences outside of school due to their home life. Many children do not have the opportunity to read at home.
D	Disrupted routines at home	Many pupils come into school tired, sleep is disrupted or too short an so the children are not ready to learn in school
E	Poor health and life expectancy	In the indices of deprivation 2015, Canklow was listed as in the top 1% of multiple health, deprivation and continues to be one of the most deprived areas of Rotherham. Some families struggle due to inadequate housing and low income to provide meals and clothing.
F	Poor attendance	74% of the children who are PA are PP children. The average attendance for PP children is
G	Limited out of school experiences and development opportunities / experiences	5% of our PP children achieve greater depth in reading and writing in comparison to 23% in writing and 32% in reading nationally.

## Intended outcomes

	Outcome	Success Criteria
1	All children eligible for pupil premium will make at least expected progress from baseline KS1	Assessment at the end of KS2 shows progress as expected or better.
2	To increase the percentage of greater depth for PP children in writing and reading by the end of KS2.	Assessment at the end of KS2 shows that the gap is closing between the percentage of children achieving greater depth in reading and/or writing is in line or greater than children.
3	To close the gap in speech and language development by the end of FS2	Children will make accelerated improvements in speech and language from the baseline assessments.
4	PP Children at KS1 will close the gap in attainment at writing	Assessment at the end of key stage 1 will show the gap between PP and Non-PP diminishing.
5	Reduce the number of Pupil Premium Persistent Absentees (PA)	PA overall figure will drop and the percentage of PA children will be lower or in line with the percentage of Non-PP
6	PP children have access to a range of educational experiences over and above quality First Teaching in a classroom environment.	All children have multiple opportunities during each year to participate in school visits and use of our extensive outdoor environment.
7	Parents will feel better positioned to support their children at home.	Our whole community ethos will support parents not only with strategies to help their children at home but also socially and emotionally.
8	Pupils arrive at school 'Ready to Learn'	Children will arrive in class on time, having eaten breakfast, having had an appropriate amount of sleep and with a positive mind set and engaged in learning.

## Planned Expenditure

The three headings below, i) quality teaching for all, ii) targeted intervention and iii) other strategies, demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality First Teaching for all.				
Intended Outcome	Action Approach	Evidence / rational	How will you ensure it is implemented well?	Staff Lead
All children eligible for pupil premium will make at least expected progress from baseline KS1	<ul style="list-style-type: none"> <li>Structured and robust phonics programme throughout KS1.</li> <li>Each KS1 class to have 2 support staff per class.</li> <li>All KS2 classes implementing the Reciprocal reading approach.</li> <li>Additional staff member in KS2 with a specific focus on Literacy</li> <li>High Quality Feedback sessions</li> <li>Mastery teaching approach to Mathematics</li> <li>Subscription to quality online resources</li> <li>Identify children daily who are not making expected progress and use same day/next day interventions to prevent that child from falling behind.</li> </ul>	<p>EEF research suggests that 'Metacognition and self-regulation approaches have consistent high levels of impact, with pupils making an average of eight months additional progress'</p> <p>Reading comprehension strategies is a clear driver in raising attainment as noted in the EEF research.</p> <p><b>EEF Months impact and rational</b></p> <ul style="list-style-type: none"> <li>Phonics +4</li> <li>EEF Feedback +8</li> <li>Metacognition and self-regulation +7</li> </ul>	<p>SENCO, SLT to evaluate effectiveness of provisions and monitor via pupil progress meetings and reviews.</p> <p>Work Scrutiny</p> <p>Lesson observations</p> <p>Child Voice - Children will be able to talk about metacognition.</p>	SB, LB, AM

	<ul style="list-style-type: none"> <li>• Early identification of any children not making expected progress and involvement of outside agencies where appropriate.</li> <li>• All staff trained in metacognitive and self-regulation and then implemented and embraced across all key stages. Pupils to be able to talk about how they learn. Metacognition integrated into classroom contracts: Training date Spring 2019</li> </ul>			
<p>To increase the percentage of greater depth for PP children in writing and reading by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Reading comprehension strategies</li> <li>• Access to digital technology – Use of Bedrock and associated assessments.</li> <li>• Access to Able Writer Workshops</li> <li>• Fostering a 'Love of Reading' in classroom practise, class teachers planning well around high quality texts.</li> <li>• Language Development – Release time for SALC to assess and monitor quality of oral communication throughout school</li> </ul>	<p>EEF Improving Literacy in KS2</p> <p><b>EEF Months impact and rational</b></p> <ul style="list-style-type: none"> <li>• EEF Reading comprehension strategies + 6</li> <li>• Oral language interventions + 5</li> <li>• Mastery Learning + 5</li> <li>• Reading comprehension + 5</li> <li>• Digital technology +4</li> <li>• Quality Feedback +8</li> </ul>	<p>Work Scrutiny</p> <p>Lesson observations</p> <p>Medium and long term planning.</p> <p>Key Stage Meetings.</p>	<p>SB, AM</p>

To close the gap in speech and language development by the end of FS2	<ul style="list-style-type: none"> <li>• First Steps and Foundation Stage unit to implement a 'talking' culture.</li> <li>• Teacher planning to include specific focus on speech and language opportunities for children.</li> <li>• Release time for SALC</li> <li>• Learning led by speech, communication and interaction – structured into each session. Audit of practice.</li> </ul>	<b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>• Oral language interventions +5</li> <li>• Communication and language approaches +6</li> </ul>	Review of planning by SLT,  Drop in observations	LR, RD, AM
PP Children at KS1 will close the gap in attainment at writing	<ul style="list-style-type: none"> <li>• Each KS1 class to have 2 support staff per class.</li> <li>• High Quality Feedback sessions, group and 1:1</li> </ul>	<b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>• EEF Feedback +8</li> <li>• Metacognition and self-regulation +7</li> </ul>		SB, LB
<b>ii. targeted intervention</b>				
<b>Intended Outcome</b>	<b>Action Approach</b>	<b>Evidence / rational</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>
All children eligible for pupil premium will make at least expected progress from baseline KS1	<ul style="list-style-type: none"> <li>• Keep up sessions for children who are not working at expected with a particular focus on PP children</li> <li>• Each KS1 class to have 2 support staff per class.</li> <li>• High Quality Feedback sessions</li> <li>• Use of First Class at number maths intervention, pre-teach strategies.</li> <li>• Additional R,W,I interventions</li> </ul>	Identify children daily who are not making expected progress and use same day/next day interventions to prevent that child from falling behind.  <b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>• Phonics +4</li> </ul>	SENCO, SLT to evaluate effectiveness of provisions and monitor via pupil progress meetings and reviews.  Work Scrutiny  Lesson observations	SB, LB, AM

			Provision mapping scrutiny and intervention analysis.	
To increase the percentage of greater depth for PP children in writing and reading by the end of KS2.	<ul style="list-style-type: none"> <li>Children monitored and identified using pupil progress meetings.</li> <li>Use of high quality texts during interventions to stretch the more able children to receive greater depth.</li> <li>Able writers workshops delivered by English hub schools.</li> <li>Targeted group and feedback sessions specifically for greater depth</li> </ul>	<b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>EEF Reading comprehension strategies + 6</li> <li>Oral language interventions + 5</li> <li>Mastery Learning + 5</li> </ul>	Work Scrutiny Lesson observations Pupil Progress meetings	SB, AM
To close the gap in speech and language development by the end of FS2	<ul style="list-style-type: none"> <li>Oral language interventions – Pictoys, Talking Tables, Talk Boost</li> <li>Release time for SALC</li> </ul>	<b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>Oral language interventions +5</li> <li>Communication and language approaches +6</li> </ul> Leadership to ensure that staff are trained adequately and appraisal is linked to oracy targets.	Observations of quality of intervention by SENCO Pre and post assessment of interventions by SALC and SENCO	LR, RD, AM
PP Children at KS1 will close the gap in attainment at writing	<ul style="list-style-type: none"> <li>Each KS1 class to have 2 support staff per class to deliver targeted support, feedback sessions and interventions.</li> </ul>	<b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>Phonics +4</li> <li>EEF Feedback +8</li> </ul>	Review of planning by SLT, Drop in observations Pre and post assessment of interventions by SALC	SB, LB

	<ul style="list-style-type: none"> <li>• High Quality Feedback sessions</li> <li>• Targeted provision for children who are identified in</li> <li>• Additional R,W.I phonics sessions.</li> </ul>		and SENCO	
<b>iii. Other approaches</b>				
<b>Intended Outcome</b>	<b>Action Approach</b>	<b>Evidence / rational</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>
To increase the percentage of greater depth for PP children in writing and reading by the end of KS2.	<ul style="list-style-type: none"> <li>• Fostering a 'Love of Reading' outside of the classroom - particular focus in assemblies, whole school approach.</li> <li>• All children to receive a book at Christmas and for PP over summer running alongside the 'Summer Reading Challenge. Raising the profile of reading within school '100 books to read', World Book Day</li> </ul>	EEF Improving Literacy in KS2. <ul style="list-style-type: none"> <li>• EEF Feedback +8</li> <li>• Mastery Learning + 5</li> <li>• EEF Reading comprehension strategies + 6</li> </ul>	Pupil Voice  End of key stage assessments  Teacher assessment and pupil progress meetings	SB, AM
Reduce the number of PA PP children	<ul style="list-style-type: none"> <li>• Priority access to free breakfast club for all PA children ensuring that they have a positive start to the school day.</li> <li>• Parent Liaison officer</li> <li>• Raising the profile of attendance – Reward scheme</li> </ul>	EEF report that Breakfast clubs can boost reading, writing by 2 months per year and that behaviour and concentration also improved.  <b>EEF Months impact and rational</b> <ul style="list-style-type: none"> <li>• Breakfast club +2</li> </ul>	Breakfast club registers.  Pupil Voice  Decrease of PA	SB, SLT. Parental engagement officer Learning Mentors

	<ul style="list-style-type: none"> <li>• Half termly attendance meeting with parents.</li> <li>• Fines by the LA</li> </ul>			
PP children have access to a range of educational experiences over and above quality First Teaching in a classroom environment.	<ul style="list-style-type: none"> <li>• Subsidised trips including residential</li> <li>• Free extra-curricular clubs before and after school.</li> <li>• Access to the school grounds with woodland, greenhouse and pond area.</li> <li>• Access to high quality educational resources and equipment such as historical artefacts, science equipment and art resources.</li> <li>• All children will learn the clarinet, recorder and have drumming lessons.</li> <li>• Specialist art teacher to provide lessons for children and CPD for teachers</li> <li>• Subject and Middle leaders drive their subject areas across school ensuring key knowledge and learning progression is robust in foundation subjects.</li> </ul>	<p>Pupils to have access to a range of activities that they would otherwise not be able to access to develop their social and emotional skills.</p> <p><b>EEF Months impact and rational</b></p> <ul style="list-style-type: none"> <li>• Arts participation + 2</li> <li>• Outdoor adventure learning +4</li> </ul>	<p>Attendance of parents at parents afternoons and learning opportunities.</p> <p>Registers of extra-curricular and lunchtime clubs.</p> <p>No. of children achieving their access award in Y4</p> <p>No. of children participating in their prep / grade 1 / grade 2 exams.</p>	<p>SB, SLT. Parental engagement officer Learning Mentors</p>
Parents will feel	<ul style="list-style-type: none"> <li>• Opportunities for parent learning</li> </ul>	EEF – Parental involvement in	Parent Questionnaires	

<p>better positioned to support their children at home</p>	<p>alongside their children each half term.</p> <ul style="list-style-type: none"> <li>• Sessions each term to support parent learning to understand how we teach maths and writing.</li> <li>• Coffee Mornings</li> <li>• Fortnightly Community support drop in with PCSO and housing officers.</li> </ul>	<p>learning may have wider benefits beyond boosting attainment.</p> <p><b>EEF Months impact and rational</b></p> <ul style="list-style-type: none"> <li>• Parental engagement +3</li> </ul>	<p>Attendance at parent learning events.</p>	<p>SB, SLT. Parental engagement officer Learning Mentors</p>
<p>Pupils arrive in school 'Ready to Learn'</p>	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• 1 T-shirt and Jumper available for all PP children each year</li> <li>• Free book bag and water bottle for all children.</li> <li>• PE kit provided</li> <li>• Free healthy snack and/or fruit each day for all children. Milk for FS children</li> <li>• Subscription to Fare share – Families in need can receive food parcels</li> <li>• Access to Learning Mentor Support</li> <li>• School council</li> <li>• Nurture groups</li> </ul>	<p>EEF report that Breakfast clubs can boost reading, writing by 2 months per year and that behaviour and concentration also improved.</p> <p><b>EEF Months impact and rational</b></p> <ul style="list-style-type: none"> <li>• Breakfast club +2</li> <li>• Parental involvement +3</li> <li>• Behaviour interventions +3</li> </ul>	<p>Pupil Voice</p> <p>Learning Walks</p> <p>Boxall and Pivat assessments.</p>	<p>SB, SLT. Parental engagement officer Learning Mentors</p>

<b>Costs</b>		
<b>Intended Outcome</b>	<b>Detail of costs</b>	<b>Cost</b>
All children eligible for pupil premium will make at least expected progress from baseline KS1	<ul style="list-style-type: none"> <li>• 2 Additional support adults in KS1 trained to deliver phonics and provide timely targeted feedback.</li> <li>• Literacy support assistant in KS2 delivering interventions based on EEF impact ratings 3 afternoons per week</li> <li>• Access to quality on line resources</li> <li>• Interventions - HLTA delivered</li> <li>• High quality staff training</li> <li>•</li> </ul>	<b>£40,000</b>
To increase the percentage of greater depth for PP children in writing and reading by the end of KS2	<ul style="list-style-type: none"> <li>• Able writer workshops</li> <li>• High quality age appropriate texts.</li> <li>• 1 book at Christmas for every child</li> <li>• Interventions and targeted group work.</li> <li>• Literacy Support Assistant in KS2</li> </ul>	<b>£8000</b>
To close the gap in speech and language development by the end of FS2	<ul style="list-style-type: none"> <li>• SALC Release time and training</li> <li>• SAL Interventions</li> <li>• Staff Training</li> </ul>	<b>£8000</b>
PP Children at KS1 will close the gap in attainment at writing	<ul style="list-style-type: none"> <li>• 2 Additional support adults in KS1 trained to deliver phonics and provide timely targeted feedback.</li> <li>• Oxford Owls Subscription</li> <li>• High quality intervention and feedback.</li> </ul>	<b>£10,000</b>
Reduce the number of PA PP children	<ul style="list-style-type: none"> <li>• Breakfast Club Staffing</li> <li>• Designated Parent Engagement Officer</li> <li>• Rewards for attendance prizes</li> </ul>	<b>£25,000</b>
PP children have access to a range of educational experiences over and above	<ul style="list-style-type: none"> <li>• Subsidised Trips</li> <li>• Subsidised Residential</li> </ul>	<b>£30,000</b>

<p>quality First Teaching in a classroom environment</p>	<ul style="list-style-type: none"> <li>• Extra Curricular Clubs</li> <li>• Specialist Art Teacher</li> <li>• Music Tuition</li> <li>• Entry costs for music exams</li> <li>• Annual pantomime (visiting theatre company)</li> <li>• Training for subject and middle leaders to enrich curriculum</li> </ul>	
<p>Parents will feel better positioned to support their children at home</p>	<ul style="list-style-type: none"> <li>• Access to CLC and ABC family learning</li> <li>• Parent Engagement Officer</li> <li>• Parent curriculum workshops</li> <li>• Stay and play sessions</li> </ul>	<p><b>£3000</b></p>
<p>Pupils arrive in school 'Ready to Learn'</p>	<ul style="list-style-type: none"> <li>• Access to free Uniform</li> <li>• All children to receive PE Kits</li> <li>• All children to receive Book Bags &amp; Bottles</li> <li>• Fareshare</li> <li>• Milk for Foundation Stage children</li> <li>• Breakfast club</li> <li>• Learning Mentors to provide SEMH support to vulnerable children.</li> <li>• Nurture groups</li> </ul>	<p><b>£40,000</b></p>