

Croxteth Community Primary School Pupil premium strategy statement

Summary information (due for update after February review)					
School	Croxteth Community Primary School				
Academic Year	2017-18	Total PP budget Projected PP budget	190,080 (financial)	Date of most recent PP Review	January 2017
Total pupils	341	Pupils eligible for PP	134 (39%)	Local Authority strategy review	January 2018

Current attainment: 16/17			
	<i>Pupils eligible for PP</i>	<i>NPP</i>	<i>NAV</i>
2017 Key Stage 2 SATs (23/31 74% pupils):			
% meeting expected standard in RWM at end of KS2	26%	27%	61%
% meeting expected standard in reading at end of KS2	57%	54%	71%
% meeting expected standard in writing at end of KS2	65%	73%	76%
% meeting expected standard in maths at end of KS2	35%	62.5%	75%
Progress score for end of KS2 pupils-reading	-1.48		0.33
Progress score for end of KS2 pupils-writing	-1.29		0.0/0.2
Progress score for end of KS2 pupils-maths	-4.75 (Bottom 20% last two years KS2)		0.24
2017 Key Stage 1 Teacher Assessment (23 pupils)			
% meeting expected standard in RWM at end of KS1	42% Progress = Bottom 20% last two years KS1		64%
% meeting expected standard in reading at end of KS1	59%	71%	76%
% meeting expected standard in writing at end of KS1	44%	48%	68%
% meeting expected standard in maths at end of KS1	61%	71%	75%
% passing phonics screening test in Year 1			
	56%	56%	81%
% attaining GLD at end of EYFS (18/45 44%)			
	44%	48%	72%

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Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Quality of Teaching and Learning in core subjects due to movement of staff	
B.	Low starting points on entry to school, especially in oral language, reading, writing, maths and PSED require accelerated progress in EYFS in order for children to access curriculum	
C.	Efficient tracking and monitoring processes to track and monitor progress and attainment of all pupils including significant groups	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality	
E.	Pastoral and social support for vulnerable families	
F.	Pupils with specific emotional needs, mental health challenges or facing difficult circumstances which can affect behaviour and learning.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the quality of teaching and learning in core subjects to provide targeted support for all pupils Improve subject knowledge of new NC in each year group	Increase number of good and outstanding lessons Increase progress and attainment of all pupils including PP groups
B.	Increase the % of PP children attaining GLD at the end of EYFS	Increase number of PP children attaining GLD Increase number of boy attaining ARE in writing – focus on boys
C.	Systems in place to monitor progress and attainment Pupil progress meetings held termly to identify vulnerable groups and intervention put into place. Vulnerable groups receiving quality intervention	Attainment and progress of PP and other groups to improve on 16/17 data
D.	Improve attendance and punctuality of pupil	Improve attendance of all pupils/PA Improve attendance of PP children
E.	Improve involvement of parents and pupils in school life especially hard to reach families.	Improvement in number of families attending school in parents evenings, EHAT meetings, coffee mornings, parent workshops, good attendance at booster and after school clubs.
F.	Improve mental health/emotional wellbeing of disadvantaged pupils	Disadvantaged pupils to show improvement through boxhall profiling Participation in therapy, mentoring programmes, nurture and other programmes run in school

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1. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evaluation	Staff lead	Cost
Improve the quality of teaching and learning in core subjects to provide targeted support for all pupils.	Additional teachers (DR/IG) used to enable single year group teaching in the mornings. 3 x 0.5 teachers (am)	Our most venerable children struggle in large classes. Behaviour problems increased with large mixed age teaching in 16/17. Stretch of levels within one class is too great in mixed age classes to enable quality first teaching. Large percentage of pp children would be targeted in this group.			48,475
Improve subject knowledge of new NC in each year group	Reading Recovery 0.5		IG	29,016	
	Successful Reading FT TA		AA	14,000	
Systems in place to monitor progress and attainment of	Pupil progress meetings Moderation opportunities in house and with LA			HT and SLT	

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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation	Staff lead	cost
Increase the % of PP children attaining GLD at the end of EYFS				VS	
Improve involvement of parents and pupils in school life especially hard to reach families.	Employment of Pastoral AHT. EWO	Pastoral role has been missed since the resignation of learning mentor. AHT role will also tackle attendance daily alongside EWO. Keeping detailed records and analysis of vulnerable groups including PP		HT GOVS EWO	39,374 12,000 Free for 2017/18
Improve attendance and punctuality of pupil	Attendance awards				
Improve mental health/emotional wellbeing of disadvantaged pupils	Commando Jo Pam – Child in Mind 1-1 Support x 4 pp children Nurture Room	To ensure children are in an improved position to access learning. Many of our PP children are in school but not accessing full curriculum because of social and emotional needs – provision enables children to be supported in school and integrated back into the classroom.			10,000 5000 24000 38000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Evaluation	Staff lead	Cost
Improve punctuality and attendance	Free breakfast club for all	44% of our pp children use the free breakfast club.		DM	6250
Raise profile of behaviour in school	behaviour rewards decided by school council	Pupil behaviour declined at the end of 2016/17 and was having a dramatic impact on T+L (see teacher questionnaire)			2,000
Total budgeted cost					185099 (190,080)