



Corngreaves Academy - Pupil Premium Statement (2017-18)

Summary Information					
Academic Year	2017/2018	Total PP Budget	£75,240	Date of most recent PP Review	
Total Number of Pupils	217	Number of Pupils Eligible for PP	56 (Yrs 1-6)	Date for next internal review of strategy	July 2018

Attainment – July 2017						
	EYFS		End Key Stage One		End Key Stage Two	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
% Achieving GLD	3/6 50%	20/25 80%				
% Achieving expected in reading, writing and maths			5/8 63%	18/22 82%	6/12 50%	16/20 80%
% Achieving expected in reading			6/8 75%	19/22 86%	7/12 58%	19/20 95%
% Achieving expected in writing			5/8 63%	19/22 86%	11/12 92%	18/20 90%
% Achieving expected in maths			6/8 75%	19/22 86%	10/12 95%	19/20 95%
% Achieving above expected in reading			0/8 0%	8/22 36%	1/12 8%	9/20 45%
% Achieving above expected in writing			0/8 0%	8/22 36%	1/12 8%	11/20 55%
% Achieving above expected in maths			0/8 0%	7/22 32%	0/12 0%	5/20 25%
% Achieving above in reading, writing and maths			0/8 %	6/22 27%	0/12 0%	4/20 20%

Attainment overview of other Year Groups (July 2017)								
	Year One		Year Three		Year Four		Year Five	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Reading Attainment	5/9 56%	18/22 82%	9/12 75%	17/19 89%	7/10 70%	21/22 95%	6/10 60%	17/20 85%
Writing Attainment	5/9 56%	19/22 86%	9/12 75%	17/19 89%	6/10 60%	21/22 95%	6/10 60%	17/20 85%
Maths	6/9 67%	18/22 82%	9/12 75%	18/19 95%	6/10 60%	20/22 91%	6/10 60%	17/20 85%

Attainment								
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Barriers to Future Attainment
A. Pupil Premium children do less well in Reading and Writing than in any other area at the end of EYFS.
B. Pupil Premium children do not achieve Greater Depth at KS1 in any subject.
C. Pupil Premium children attain less well compared to non-Pupil Premium children in Reading at KS2 (Expected Standard)
D. Pupil Premium children attain less well compared to non-Pupil Premium children in Maths at KS2 (Greater Depth)
E. Learning walks show that children eligible for Pupil Premium do not retain information in their long-term memory as well as their peers.
F. There continues to be a number of children in each cohort who are considered complex cases (both eligible for PPG and have a SEND)

External Barriers to Future Attainment
G. Lower aspirations of Pupil Premium families (a history of poverty/generations of not working) so engagement of these children can be lower than their peers.
H. SEMH issues amongst children eligible for the Pupil Premium Grant which impacts on children's ability to learn.
I. Safeguarding concerns amongst children eligible for the Pupil Premium Grant which impacts on children's readiness to learn.
J. Families of Pupil Premium children can lack the ability/confidence ability to support children at home.

Desired Outcomes from Pupil Premium Spending	
Outcomes	Success Criteria
A. To raise the attainment of PPG children in Reading and Writing by the end of Reception.	<ul style="list-style-type: none"> To narrow the PPG gap in Reading and Writing at the end of Reception To increase the percentage of PPG children achieving GLD to at least 67%
B. To increase the percentage of PPG children who achieve Greater Depth at KS1 in Reading, Writing and Maths.	<ul style="list-style-type: none"> At least one child to achieve Greater Depth in Reading, Writing and Maths at the end of KS1.
C. To increase the percentage of PPG children who achieve Expected Standard in Reading at KS2.	<ul style="list-style-type: none"> PPG KS2 Expected Standard: Reading 67%
D. To increase the percentage of PPG children who achieve Greater Depth in Maths at KS2.	<ul style="list-style-type: none"> At least one child to achieve Greater Depth in Maths at the end of KS2
E. To improve the working memory of PPG children so they can retain information.	<ul style="list-style-type: none"> Improved average score of low-stakes testing for PPG children over time Improved working memory score of PPG children
F. All non-complex PPG children to achieve age related expectations in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> All non-complex PPG children in Years 1, 3, 4 and 5 to achieve age related expectations in Reading, Writing and Maths
G. To develop a Growth Mindset culture amongst PPG children in order to raise aspirations.	<ul style="list-style-type: none"> All PPG children to be assessed as having a growth mindset/strong growth mindset by July 2018
H. To provide SEMH intervention for children who are not ready to learn.	<ul style="list-style-type: none"> Reduced number of behaviour incidents of PPG children compared to last year Positive PASS results for PPG children
I. To provide family support to further engage PPG families.	<ul style="list-style-type: none"> All PPG families to attend at least 1 parent consultation An increased number of positive PPG parental questionnaires Attendance at PPG parent workshops Completion of Homework is consistent between PPG children and non-PPG children
J. To increase the wider curriculum opportunities for PPG children.	<ul style="list-style-type: none"> All PPG children to attend at least one lunchtime or after-school club across the year All PPG children to attend trips and visits Each pupil leadership opportunity to include at least one PPG child

Planned Expenditure					
Quality Teaching for All					
Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review of Implementation
A. To raise the attainment of PPG children in Reading and Writing by the end of Reception.	<ul style="list-style-type: none"> Rigorous tracking of PPG children in these areas; PPG children In the Spotlight; Parent workshops for Reading and Writing Targeted provision/focused teaching sessions Split Teaching through the use of a Teaching Assistant 	<p>Early Years Toolkit:</p> <p>Communication and Language Approaches +6</p> <p>Early Literacy Approaches +4</p> <p>Early Numeracy Approaches +6</p>	<p>Learning Walks</p> <p>Monitoring of planning</p> <p>Monitoring of Learning Journeys</p> <p>Monitoring of RML sessions/Writing sessions</p> <p>Implementation of IGR</p>	HD	Half termly
B. To increase the percentage of PPG children who achieve Greater Depth at KS1 in Reading, Writing and Maths.	<ul style="list-style-type: none"> Target, monitor and track individual PPG children to achieve Greater Depth in all subjects Train staff on Greater Depth/Mastery (Chris Quigley Consultant) 	<p>Teaching and Learning Toolkit:</p> <p>Mastery Learning +5</p>	<p>Learning Walks</p> <p>Monitoring of planning</p> <p>Monitoring of books</p> <p>Support from Subject Leaders</p>	LP/LDL SGr/ES	Half termly Year 2 meetings

	<ul style="list-style-type: none"> • Split Teaching through the use of a Teaching Assistant to challenge and extend 				
<p>C. To increase the percentage of PPG children who achieve Expected Standard in Reading at KS2.</p>	<ul style="list-style-type: none"> • Create termly Wave 1 Teaching and Learning Action Plans • Mark PPG books first • Timely intervene with PPG children first • Strategically position PPG children in Kagan groups • Target, monitor and track individual PPG children to achieve Expected Standard in all subjects • Participate in the United Learning Reading project • Year 6 Booster groups • Split Teaching through the use of a Teaching Assistant • Create PPG Champions who focus on PPG 	<p>Teaching and Learning Toolkit:</p> <p>Feedback +8</p> <p>Collaborative Learning +5</p> <p>Teaching Assistants +1</p>	<p>Learning Walks</p> <p>Monitoring of planning</p> <p>Monitoring of books</p> <p>Support from Subject Leaders</p> <p>Monitoring of PPG Champion sessions</p>	<p>SG/SGr/ES</p>	<p>Half termly Year 6 meetings</p> <p>Half termly PPG Champion meetings</p>

	Readers three afternoons per week				
D. To increase the percentage of PPG children who achieve Greater Depth in Maths at KS2.	<ul style="list-style-type: none"> • Target, monitor and track individual PPG children to achieve Greater Depth in Maths • Train staff on Greater Depth/Mastery (Chris Quigley Consultant) • Split Teaching through the use of a Teaching Assistant to challenge and extend 	Teaching and Learning Toolkit: Mastery Learning +5	Learning Walks Monitoring of planning Monitoring of books Support from Subject Leaders	LP/LDL	Half termly Year 6 meetings
F. All non-complex PPG children to achieve age related expectations in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> • Keep up not catch approach • Implement Vulnerability Pyramids • Implement PPG one page profiles • Create a PPG Provision Map • Create termly Wave 1 Teaching and Learning Action Plans • Mark PPG books first • Timely intervene with PPG children first 	Teaching and Learning Toolkit: Feedback +8 Collaborative Learning +5 Teaching Assistants +1	Learning Walks Monitoring of planning Monitoring of books Pupil Conferences QLA of assessments	SG	Ongoing Half termly PPG Achievement Meetings

	<ul style="list-style-type: none"> • Strategically position PPG children in Kagan groups • Target, monitor and track individual PPG children to achieve Expected Standard in all subjects • Split Teaching through the use of a Teaching Assistant • CPD of all Teaching Assistants through the MITA project 				
Total Budgeted Cost					£50,160

Targeted Support					
Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review of Implementation
E. To improve the working memory of PPG children so they can retain information.	<ul style="list-style-type: none"> • Baseline all PPG children on Meemo intervention • Create a Meemo intervention for children who have a low score 	<p>Teaching and Learning Toolkit:</p> <p>One to One Tuition +5</p>	<p>Termly provision maps</p> <p>Intervention learning walks</p> <p>Pupil conversations</p>	WJ	Baselines to be completed by Jan 2018

	<ul style="list-style-type: none"> • Hold parent workshops • Send home memory activities for children on this intervention 				
G. To develop a Growth Mindset culture amongst PPG children in order to raise aspirations.	<ul style="list-style-type: none"> • Baseline all PPG children using a Growth Mindset questionnaire • Introduce Secrets to Success lunchtime club for PPG children • Assign all PPG with an adult mentor in school • Continue with Children's University 	<p>Teaching and Learning Toolkit:</p> <p>Meta-Cognition and Self - Regulation +8</p> <p>Mentoring +1</p>		CP	Baselines to be completed by Jan 2018
H. To provide SEMH intervention for children who are not ready to learn.	<ul style="list-style-type: none"> • Create a SEMH Register • Assign all PPG with an adult mentor in school • Deliver SEMH interventions for PPG children with this barrier • Introduce Secrets to Success lunchtime club for PPG children • Run Parent Workshops • Introduce drop in sessions for 	<p>Teaching and Learning Toolkit:</p> <p>Social and Emotional Learning +4</p> <p>Behaviour Interventions +3</p> <p>Mentoring +1</p>	<p>Termly provision maps</p> <p>Intervention learning walks</p> <p>Pupil conversations</p> <p>Create a SEMH team</p>	CP	SEMH Register to be completed by end of the Autumn term and interventions in place by January 2018

	parents and children				
Total Budgeted Cost					£16,720

Other Approaches

Desired Outcome	Chosen Action and Approach	Evidence and Rationale	How will you ensure this is implemented well	Staff Lead	Review of Implementation
I. To provide family support to further engage PPG families.	<ul style="list-style-type: none"> • Implement Parent Workshops for Core Subjects • Offer free Homework Club for PPG children • Introduce parent drops ins • Create the role of Parent Liaison Officer • Call PPG parents who have not returned Parent Consultation reply slips 	<p>Teaching and Learning Toolkit:</p> <p>Homework (Primary) +2</p> <p>Parental Involvement +3</p>	<p>Create Parent Questionnaires</p> <p>Parent Voice/Feedback</p> <p>Monitoring of PPG Homework submission</p> <p>Monitoring of attendance of PPG Parents at Consultation events</p>	SG	January 2018
J. To increase the wider curriculum opportunities for PPG children.	<ul style="list-style-type: none"> • Offer free Breakfast Club for PPG children • Offer free After School Clubs for PPG children • Offer subsidised/free trips and visits for PPG children • Monitor the 	<p>Teaching and Learning Toolkit:</p> <p>Outdoor Adventure Learning +4</p> <p>Sports Participation +2</p> <p>Extending School Time +2</p> <p>Arts Participation +2</p>	<p>Monitoring of Experience Logs</p> <p>Monitoring of attendance registers of Breakfast Club/After-School Clubs</p> <p>Book Monitoring-has the quality of writing improved as a result of increased experiences?</p>	SG/ES	January 2018

	<p>uptake of PPG children in wider curricular activities</p> <ul style="list-style-type: none">• Target PPG children to access leadership events/activities				
Total Budgeted Cost					£8,360

Review of Expenditure

Quality Teaching for All

Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

Targeted Support

Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

Other Approaches

Desired Outcome	Chosen Action and Approach	Estimated Impact <i>Did you meet the Success Criteria? Include impact on pupils not eligible for PP if appropriate.</i>	Lessons Learnt <i>And whether you will continue this approach</i>	Cost

Additional Detail

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