

1. Summary information					
<b>School</b>	Cann Hall Primary School				
<b>Academic Year</b>	2017.2018	<b>Total PP budget</b>	£134,640	<b>Date of most recent PP Review</b>	09/17
<b>Total number of pupils</b>	453	<b>Number of pupils eligible for PP</b>	102 (129 TT)	<b>Date for next internal review of this strategy</b>	1/18

2. Current attainment				
	<i>Pupils eligible for PP 15/16</i>	<i>Pupils eligible for PP 16/17</i>	<i>Pupils not eligible for PP 15/16</i>	<i>Pupils not eligible for PP 16/17</i>
<b>% meeting the expected standard or above in reading, writing and maths</b>	23.5%	<b>56%</b>	42.9%	<b>45%</b>
<b>% meeting the expected standard or above in reading</b>	29.4%	<b>50%</b>	59.5%	<b>45%</b>
<b>% meeting the expected standard or above in writing</b>	64.7%	<b>81%</b>	76.2%	<b>77%</b>
<b>% meeting the expected standard or above in maths</b>	29.4%	<b>81%</b>	52.4%	<b>70%</b>
<b>% meeting the expected standard or above in GPS</b>	58.8%	<b>75%</b>	66.7%	<b>63%</b>
<b>% making expected progress in reading</b>	- <b>6.68</b>	-	- 0.67	-
<b>% making expected progress in writing</b>	<b>0.79</b>		2.80	
<b>% making expected progress in maths</b>	- <b>0.18</b>	-	- 0.15	-

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.

#### Attainment and progress

Starting Point: - data taken from FFT

#### Year 6 - 2016

##### Attainment:

PP % expected standard or above for reading, writing and maths 56%

Not PP% expected standard or above for reading, writing and maths 45%

##### Progress

PP % expected standard or above for reading, writing and maths - 8%

PP: % expected standard or above for reading, writing and maths +4%

#### Year 2 - 2016

##### Attainment:

PP: % expected standard or above for reading, writing and maths 50%

PP: % expected standard or above for reading, writing and maths 68%

##### Progress

PP: % expected standard or above for reading, writing and maths + 18%

PP: % expected standard or above for reading, writing and maths + 24%

B.

#### Engagement

Starting point:

Some children do not have access to extracurricular activities and we need to ensure that disadvantaged pupils have access to extracurricular activities, school trips and essential items such as uniform.

<b>C.</b>	<p><b>Teaching and Learning</b></p> <p><b>Starting point:</b></p> <p>93% of teachers' impact on learning is consistently good or better over time.</p>
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**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	<p><b>Attendance</b></p> <p><b>Starting Point:</b></p>																																													
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 15%;">No. of pupils</th> <th style="width: 15%;">14 - 15</th> <th style="width: 15%;">15 – 16</th> <th style="width: 15%;">16-17</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>19</td> <td></td> <td>92.3</td> <td>93.9</td> </tr> <tr> <td>Year 2</td> <td>15</td> <td>91.8</td> <td>92.8</td> <td>95.3</td> </tr> <tr> <td>Year 3</td> <td>16</td> <td>90.6</td> <td>92.9</td> <td>90.2</td> </tr> <tr> <td>Year 4</td> <td>11</td> <td>92.6</td> <td>94.8</td> <td>88.4</td> </tr> <tr> <td>Year 5</td> <td>20</td> <td>91.5</td> <td>91.4</td> <td>94.7</td> </tr> <tr> <td>Year 6</td> <td>16</td> <td>97.5</td> <td>95.1</td> <td>92.4</td> </tr> <tr> <td>Year 7</td> <td>17</td> <td>94.5</td> <td>95.3</td> <td>94.8</td> </tr> <tr> <td>Totals:</td> <td></td> <td>93.1</td> <td>93.5</td> <td>92.8</td> </tr> </tbody> </table>		No. of pupils	14 - 15	15 – 16	16-17	Year 1	19		92.3	93.9	Year 2	15	91.8	92.8	95.3	Year 3	16	90.6	92.9	90.2	Year 4	11	92.6	94.8	88.4	Year 5	20	91.5	91.4	94.7	Year 6	16	97.5	95.1	92.4	Year 7	17	94.5	95.3	94.8	Totals:		93.1	93.5	92.8
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<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Children in receipt of PPG should make at least good progress from their starting points and the difference between them and children not in receipt of PPG is diminished.</p>	<ul style="list-style-type: none"> <li>• Closing of individual gaps in learning so that age related expectations and above is achieved</li> <li>• Greater confidence to complete tasks</li> <li>• Increased engagement at school</li> <li>• Accelerated progress</li> <li>• Deeper understanding of concepts and the application of knowledge</li> <li>• Children will become more confident in themselves and their abilities</li> </ul>

<p><b>B.</b></p>	<p>To improve curriculum engagement and academic achievement of children in receipt of PPG.</p>	<ul style="list-style-type: none"> <li>• Children are able to complete any work set, receiving help and support if needed</li> <li>• Children are able to access online learning</li> <li>• Children experience opportunities to learn in a range of environments, supporting their learning at school.</li> <li>• Children will gain experiences which may not be otherwise be available to them.</li> <li>• Cultural growth of children to widen their experiences and interests, in order to close the deprivation gap.</li> <li>• Children will develop strategies to manage feelings and social situations in which they find themselves such as turn taking, fair play</li> <li>• Parents are supported in learning with their children</li> <li>• Positive relationships are built and fostered within the school community</li> <li>• Children improve their reading skills by having books sent home to share with parents</li> <li>• Children will be able to show more self-control, calm quicker and therefore attend to their learning</li> </ul>
<p><b>C.</b></p>	<p>To enable all children to have access to quality first teaching and develop independent learning.</p>	<ul style="list-style-type: none"> <li>• 100% of teachers' impact on learning is consistently good or better over time</li> <li>• Develop staff understanding on a range of difficulties and the impact they can have on children's learning</li> <li>• Staff have a wider knowledge and understanding of areas affected by pupil premium, which will ultimately raise the attainment of children and staff knowledge</li> </ul>

<b>D.</b>	The attendance of children in receipt of PPG should be at least in line with the national average of 96%.	<ul style="list-style-type: none"> <li>• The percentage of children attending school regularly will be in line with national averages and their peers and this will have an impact on the children's attainment and progress</li> <li>• Children will have a positive start to the day and have a healthy breakfast and access to social tasks</li> <li>• Parents to feel comfortable about meeting with staff to discuss the needs of their children</li> </ul>
<b>E.</b>	To provide additional provision for all children in receipt of PPG with their reading so they make good or better progress from their starting points and the difference between them and children not in receipt of PPG is diminished.	<ul style="list-style-type: none"> <li>• Invest in high quality engaging texts relevant to the different ages.</li> <li>• All teachers plan a reading into writing journey</li> <li>• All classes to develop irresistible reading corners where PPG children have opportunities to use this</li> <li>• Specific reading targets focussing on key reading skills</li> <li>• Develop library and whole school reading culture</li> <li>• Develop a whole school research based intervention, including clubs.</li> </ul>

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2017 - 2018</b>
<p>The headings below demonstrate how the school is using the Pupil Premium Funding to diminish the difference between children in receipt of pupil premium grant and their peers.</p>	

<b>i Attainment and progress</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children in receipt of PPG should make at least good progress from their starting points and the difference between them and children not in receipt of PPG is diminished.	<p>Tailored 1:1 / small group intervention programmes</p> <p>Purchase resources to support the needs of PP children</p> <p>Learning mentor</p> <p>HLTA led learning / intervention</p> <p>'Catch up, keep up' learning</p>	<p>EEF toolkit suggests that small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. The EEF also suggests that Lower attaining pupils may gain more from this strategy than high attaining students.</p>	<p>Teachers work with PP champion to identify particular interventions to support the learning.</p> <p>Monitoring of programme implementation and monitoring pupils attainment and progress, ensuring delivery is appropriate to the needs of the children.</p>	CT with monitoring from SLT	Termly at pupil progress meetings
<b>Total budgeted cost</b>					<b>£106 787</b>

<b>ii Engagement</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve curriculum engagement and academic achievement of children in receipt of PPG.	<p>Educational SATs support resources</p> <p>PP champions across the partnership organise events and activities across schools</p> <p>Specialist language teacher</p> <p>Subsidised year group trips including residential trip in Year 6</p> <p>Support with uniform costs</p> <p>Nurture groups / social groups for those children identified as having social and emotional needs</p> <p>Purchase resources to support the social groups</p> <p>Behaviour interventions to support children with SEMH difficulties</p> <p>Parent workshops</p> <p>Utilise pupil voice as part of feedback</p>	<p>Rowland suggests that funding can be used to access extra-curricular activities to improve attitudes to learning. He also suggests that access to a breakfast club can ensure that pupils are not hungry and distracted.</p> <p>According to the EEF, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning.</p> <p>Evidence from the EEF toolkit suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p>The EEF toolkit suggests that on average, Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<p>Breakfast club is organised to target the most vulnerable children to make sure they have a good start to the day and are ready to learn.</p> <p>Monitoring of the activities offered to ensure they are making an impact to the children's learning.</p>	<p>Breakfast club to be led by a staff member – provision monitored by SLT</p> <p>CT and SLT monitor the impact of extra-curricular activities to ensure appropriateness</p>	<p>Termly impact of provision from ongoing reviews</p>
<b>Total budgeted cost</b>					<b>£9 000</b>

<b>iii Teaching and Learning</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To enable all children to have access to quality first teaching and develop independent learning.	<p>Staff training – identified courses throughout the year that will benefit the teaching of children with PP</p> <p>DTP</p> <p>In-house training</p> <p>Training, conferences and cover costs</p> <p>Training to support the teaching of metacognition</p> <p>High quality texts to support independent reading and programme introduced</p> <p>Reading clubs</p> <p>Invite specialists into school to improve school environment</p> <p>APLS in place for Year 6</p> <p>Reading rich environments across school</p>	<p>EEF toolkit suggests that feedback studies tend to show very high effects on learning. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.</p> <p>Rowland suggests that children can achieve when teachers put in place quality first teaching which supports all learners – i.e.</p> <ul style="list-style-type: none"> <li>• Have high aspirations for the achievement of pupils</li> <li>• Good teaching and learning for all pupils</li> <li>• Provision based on careful analysis of need, close monitoring of each individual’s progress and a shared perception of desired outcomes</li> <li>• Evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress</li> <li>• Leaders who look to improve general provision to meet a wider range of needs rather than always increasing additional provision</li> <li>• Swift, timely changes to provision, by individual providers and local areas, as a result of evaluating achievement and well-being</li> <li>• Clear and detailed understanding of ‘next steps’, based on shared perceptions of the desired outcomes</li> <li>• Focus on pupils’ starting points – exceeding expected progress</li> <li>• Regularly and accurately monitored data on the progress and attainment of pupils</li> <li>• Extensively evaluated interventions</li> <li>• Evaluating a wide range of data and using it effectively to improve standards and better provision</li> </ul>	<p>Teachers work with PP champion to identify any barriers to learning and suggest ways of overcoming these.</p> <p>Monitoring pupils’ attainment and progress, ensuring delivery is appropriate to the needs of the children.</p> <p>Identify any gaps in staff understanding of a range of difficulties and identify any CPD needs</p>	CT with monitoring from SLT	Termly at pupil progress meetings
				<b>Total budgeted cost</b>	<b>£9 000</b>

<b>iv Attendance</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The attendance of children in receipt of PPG should be at least in line with the national average of 96%.	<p>Invite children to attend Early Bird club – offering reading and sports sessions</p> <p>Additional activity/sport sessions on Monday and Friday</p> <p>Parent drop-in coffee mornings</p> <p>Pastoral Care Manager to evaluate barriers to attendance and co-ordinate appropriate interventions – case load of home school liaison</p> <p>Walking bus</p>	<p>Rowland suggests that access to a breakfast club can ensure that pupils are not hungry and distracted.</p> <p>Children should attend school to learn how to research, form opinions and ultimately prepare for life as a productive adult.</p> <p>To get the most out of a good education, children need to go to school every day. School attendance has a major influence on educational outcomes. Students who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling.</p> <p>Parents can make it easier for their child to attend school by having a positive attitude to learning and education.</p> <p>Poor school attendance patterns can start as early as Year F. It is important that from the first day of school parents set an expectation that their children will be at school every day.</p>	Close monitoring of attendance of children. Any absences followed up by a phone call and a letter if appropriate.	PCM and SLT	Termly
<b>Total budgeted cost</b>					<b>£9 000</b>

## Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The rationale for the above spend takes into account the following publications:

- Education Endowment Foundation Teaching and Learning Toolkit - 2011
- Pupil Premium Research Report by Dr. Sue Robinson
- Evaluation of Pupil Premium – DFE July 2013
- The Pupil Premium – next steps – Sutton Trust and Education Endowment Foundation – July 2015
- Supporting the attainment of disadvantage pupils: Articulating success and good practice – NFER – November 2015
- Tackling Educational Disadvantage: A Toolkit for Essex Schools – Marc Rowland – April 2016