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Pupil Premium Strategy

Name of Academy Crookesbroom Primary

Academic Year 2017-18

| | |
|---|---|
| NOR | 232 (including 22 morning nursery) |
| Number and percentage of pupils eligible for PP funding | 80/210 = 38% |
| Academy Deprivation Index | 0.29 |
| Nominated member of EAB | TBC |
| EAB PP Review dates | Autumn 15/11/17; other dates to be agreed |
| Total Budget allocation | £106 920 |

Outcomes of Previous Academic year

| | |
|---------------------|--------------------|
| EYs (GLD) | 75% (6/8) |
| Key Stage 1 Reading | 69% (9/13) |
| Key Stage 1 Writing | 69% (9/13) |
| Key Stage 1 Maths | 85% (11/13) |
| | |
| Key stage 2 Reading | 81% (13/16) |
| Key stage 2 Writing | 81% (13/16) |
| Key stage 2 Maths | 94% (15/16) |

What does the data suggest for priorities for the next academic year? (*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

2017 data PP pupils who did not achieve ARE:

2 PP did not achieve GLD → Y1 autumn '17 SEN PP require S&L, SEMH support as well as R/W/M

3 PPP did not pass Y1 phonics - all 3 have problems with S&L → Y2 autumn extra S&L intervention needed for those pupils who have difficulty as well as activities provided by speech therapists

Y1 Reading 5 PP
Y1 Writing 6 PP →
Y1 Maths 4 PP

Y2 autumn '17
S&L intervention – LEAP, SEMH support required eg starttime, nurture, small-group with learning mentor, Autumn term
PIVATs intervention for SEN dis.

Y2 Reading 4 PP
Y2 Writing 4 PP →
Y2 Maths 2 PP

SEMh support required eg starttime, nurture, small-group with learning mentor, PIVATs intervention for SEN dis.

Y3 Reading 3 PP
Y3 Writing 3 PP → Y3
Maths 3 PP

2 boys did not achieve any – need Autumn PIVATs In wr, 2 pupils need intervention to catch-up, In rd, 2 pupils need intervention to catch-up

Y4 Reading 5 PP in all
Y4 Writing →
Y4 Maths

One PP at PRU, 3 PP not at ARE in any - one new to school, ensure in gap intervention in autumn term
1 EAL PP – language barriers being addressed in intervention, 1 child – requires rdg & ma gap intervention in autumn term

Y5 Reading 8
Y5 Writing 7 →
Y5 Maths 5

1 child at PRU. All others will be targeted from Autumn term for ARE and for progress in all subjects.

Y6 Reading 3PP – 2 SEN, missed by 1 and 2 marks each. → continue intervention done last year as positive progress measures achieved. QLA/intervention to fill gaps

Y6 Writing – 2 SEN new to school in Y5 not predicted, one child not predicted (joined in Y3)

Y6 Maths – 1 PP not predicted (joined in Y3)

Current Pupils

| | % Eligible | % LAP | % MAP | % HAP |
|---|-------------------|---|--|--------------|
| Early Years | 9/29 = 31% | 1/9 = 11% | 8/9 = 89% | 0 |
| Specific intervention need Objective number 1,2,5,6 | | 5 maths 6 Fine motor skills 1 S&L 2 SEMH support – Thrive 10 reading | 5 maths 2 SEMH support – Thrive | |
| Y1 | 6/27 22% | 2/6 33% | 4/6 = 67% | 0 |
| Specific intervention need Objective number 1, 2,4,5,6,7,8,10,11 | | 1 S&L - LEAP 2 SEMH support – Thrive 4 SEMH support – learning mentor 5 maths 6 Fine motor skills 8 spelling 10 reading 11 starttime 1:1 | 2 SEMH support – Thrive 4 SEMH support – learning mentor 5 maths 6 Fine motor skills 7 writing 8 spelling 10 reading 11 starttime 1:1 | |
| Y2 | 11/30 37% | 5/11 = 45% | 6/11 = 55% | % |
| Specific intervention need Objective number 1,2,4,5,7,8,9,10,11 | | 1 S & L 4 SEMH support – learning mentor 5 maths 8 spelling 9 handwriting 10 reading 11 starttime 1:1 | 2 SEMH support – Thrive 4 SEMH support – learning mentor 5 maths 7 writing 8 spelling 9 handwriting 10 reading 11 starttime 1:1 | |

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| Y3 | 14/28 50% | 21% | 10/14 = 71% | 1/14 = 7% |
| Specific intervention need Objective number 2,3,4,5,8,9,10 | | 3 intensive 1:1 support 2 SEMH support – Thrive 4 SEMH support – learning mentor 5 maths 9 handwriting 10 reading | 2 SEMH support – Thrive 4 SEMH support – learning mentor 8 spelling 10 reading | 4 SEMH support – learning mentor |
| Y4 | 9/27 33% | 2/9 = 22% | 5/9 = 56% | 2/9 = 22% |
| Specific intervention need Objective number 2,3,4,5,7,8,9,10,11 | | 2 SEMH support – Thrive 4 SEMH support – learning mentor 5 maths 8 spelling 9 handwriting 10 reading 11 starttime 1:1 | 2 SEMH support – Thrive 4 SEMH support – learning mentor 3 intensive 1:1 support 5 maths 7 writing 10 reading 11 starttime | 4 SEMH support – learning mentor |
| Y5 | 15/33 45% | 2/15 = 13% | 8/15 = 53% | 5/15 = 33% |
| Specific intervention need Objective number 2,3,4,5,8,11 | | 4 SEMH support – learning mentor | 2 SEMH support – Thrive 4 SEMH support – learning mentor 3 Intensive behaviour support – 1:1 2 SEMH support – Thrive | 2 SEMH support – Thrive 4 SEMH support – learning mentor 8 spelling |

| | | | | |
|---|------------------|--|--|---|
| | | | 4 SEMH support – learning mentor 1:1 5 maths – 3 rd space learning 8 spelling 11 starttime 1:1 | |
| Y6 | 16/34 47% | 4/16 = 25% | 12/16 = 75% | % |
| Specific intervention need Objective number 2,2,5,7,8,10 | | 2 SEMH support – Thrive 5 maths 7 writing 8 spelling 10 reading | 2 SEMH support – Thrive 4 SEMH support – learning mentor 1:1 5 maths including 3 rd space learning 7 writing 8 spelling 10 reading | |

Additional Planned Use of Funding (Whole Academy)

SENCo is intervention teacher 3 afternoons per week and targets **£6963.12**

Purchase RWI resources and deliver 1:1 **£1500**

Solihull parenting programme delivered by Learning Mentors to vulnerable families **£2696.48**

To ensure children broaden life experiences which supports understanding of the wider curriculum and to impact on writing standards. Subsidise all visits, including residential, and visitors. **£7000**

Subsidising of breakfast club open to everyone with a targeted approach to ensure children entitled to PP attend. **£8000**

Monitoring, relicensing and restocking of the pupil reward points **£2000**

Attendance Support Officer employed. Weekly, termly and annual rewards for individuals, classes and groups of pupils. Improve attendance and reduce the persistent absence of disadvantaged children. Monitor and maintain the improvements in attendance and punctuality for pupils. Improve the partnership with parents and provide additional pastoral support for pupils in receipt of PP. **£4000**

Two pupils at PRU; PP claimed by the PRU £1320

Action plan

| Objective 1 Speech & Language Years: F2, Y1, Y2, | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
|--|---|---|-------------------------------|--|--|
| F2, Y1 & Y2 | Provide daily LEAP S&L programme 20 mins with TA. | 1 hour per day (20 mins for 3 groups) £1846.80 | F2 – 3 Y1 – 1 Y2 - 4 | Nicola Watts, Lindsey Rickaby, Rachael Walker, Kathryn Wood, Chloe Black & Judith Ingram | Children more confident to join in with discussions and speak to peers and adults. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |

| Objective 2 SEMH support – Thrive Years: F2, Y1, Y2, Y3, Y4, Y5 & Y6 | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
|--|--|--------------------------------------|-------------------------------|---|---|
| | Provide one hour weekly 1:1 Thrive. | 1 hour TA time per child £8864.64 | 24 | Louise Ellis, Tracey Jones, Judith Ingram & Lindsey Rickaby | Children will be confident and successful class member free from any external barriers to learning. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 3 Intensive 1:1 Years: Y3, Y4 & Y5 | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |

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| | Provide daily 1:1 support so children can be supported in their own development needs. | 3 TAs – full time support. £39 424 | 3 | Nicola Gudgin, Christina Hughes, Maryam Ali, Megan Lloyd & Judith Ingram. | For two of the children, they will access age-related learning. For one, he will enjoy success at his level. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 4 SEMH – Learning Mentor Y1, Y2, Y3, Y4 & Y5 | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | Children will be identified according to their need to develop their social skills, communication skills and emotional wellbeing. They will then receive 1 hour of group work with a learning mentor per week | JB – 5 hrs per week KC– 2 hrs per week £3122.84 | Y1 – 2 Y2 – 3 Y3 – 14 Y4 – 9 Y5 - 6 | Jean Brooke, Kerry Cousins, Judith Ingram, Rachael Walker, Chloe Black, Kathryn Wood, Nicola Gudgin, Christina Hughes, Maryam Ali, Megan Lloyd & Alice McConnell | Children will be confident and successful class member free from any external barriers to learning. |

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| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 5 Maths | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | The identified children will receive a weekly small group intervention session in order to fill any gaps in their learning. Y5 & 6 – one term each of Third Space Learning. | 7 classes – 30 mins weekly £1292.76 £3580 | F2 – 5 Y1 – 3 Y2 – 4 Y3 – 2 Y4 – 2 Y5 – 4 Y6 - 4 | Judith Ingram, Rachael Walker, Chloe Black, Kathryn Wood, Nicola Gudgin, Christina Hughes, Maryam Ali, Megan Lloyd & Alice McConnell | The children will be working at ARE or better. |
| Review Term 1 | Record any new actions in a different colour | | | | |

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| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 6 Fine Motor Skills | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | Identified children will receive small-group support eg dough disco, threading, cutting, geoboards. | 2 x weekly for 15mins = 1 hour TA time £369.36 | F2 -5 Y1 - 3 | Rachael Walker, Kathryn Wood, Dawn Leggett, Nicola watts & Suzanne Webster. | Children's fine motor skills show a significant improvement. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |

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|---------------------------------|--|---------------------------------|--------------------------------------|--|--|
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 7 Writing | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | The identified children will receive a weekly small group intervention session in order for them to fill gaps in their learning. | 30 min sessions £1520 | Y1 - 2 Y2 - 4 Y4 - 3 Y6 - 8 | Kathryn Wood, Chloe Black, Maryam Ali, Alice McConnell, David Longley. | The children will be working at ARE or better. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 8 Spelling | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |

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| | Targeted children will receive 10 minutes Precision teaching daily. Spellings are identified from the children's own learning and common exception words/statutory word lists. | 6 TAs 10 mins daily per child. £7300 | Y1 - 6 Y2 - 3 Y3 - 4 Y4 - 2 Y5 - 3 Y6 - 5 | Class teachers and TAs. | Children's spelling knowledge applied in their everyday independent writing. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 9 Handwriting | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | Intervention 3 times a week 10 minutes to practise letter formation (Y2 &4) and cursive (Y3). | 10 mins TA time 1.5 hrs per week £554.04 | Y2 - 3 Y3 - 1 Y4 - 1 | Chloe Black, Dawn Weston, Nicola Gudgin, Christina Hughes, Louise Ellis, Maryam Ali & Anita John. | Children will develop a fluent, legible handwriting style. |

| Review Term 1 | Record any new actions in a different colour | | | | |
|-------------------------|---|---------------------------------------|--|-------------------------|--|
| Review Term 2 | Record any new actions in a different colour | | | | |
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 10 Reading | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | The identified children will receive a weekly small group intervention session in order for them to fill any gaps in their learning to work towards ARE and GD. | 30 mins teacher time. £3420 | F2 - 4 Y1 - 6 Y2 - 3 Y3 - 4 Y4 - 4 Y5 - 4 Y6 - 8 | All class teachers. | The children will be working at ARE or better. |
| Review Term 1 | Record any new actions in a different colour | | | | |

| Review Term 2 | Record any new actions in a different colour | | | | |
|--------------------------|--|---|--------------------------------------|---|--|
| Review Term 3 | Record any new actions in a different colour | | | | |
| Objective 11 Startime | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible | What will success look like? |
| | Daily 10 minute startime session for identified vulnerable children (who need time to discuss their feelings) to enable them to access learning. | 8 x 10 minutes daily (with TA/Learning Mentor) £2533.33 | Y1 – 4 Y4 – 2 Y5 – 1 Y6 - 1 | Lousie Ellis, Kerry Cousins, Jean Brook | Children will be able to access learning in class without worrying about external factors. |
| Review Term 1 | Record any new actions in a different colour | | | | |
| Review Term 2 | Record any new actions in a different colour | | | | |

Review Term 3

Record any new actions in a different colour