



**CROWLEES CE (C) J&I SCHOOL**  
**PUPIL PREMIUM EVALUATION 2019-20**

**Total budget:£34,240**

**DRAFT EXPENDITURE & PLAN FOR CURRENT YEAR**

**Supporting vulnerability in social, emotional & physical aspects**

<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
6/24 PP children access regularly Other pupils	Deployment of a trained child counsellor- vulnerable pupils are referred through SENCO/HT for bespoke support packages dependent on need.	£5,135.25 (25% of Annual salary) rest from <b>SCHOOL BUDGET</b>	<ul style="list-style-type: none"> <li>• 1:1 time when needed- ability to respond to issues immediately</li> <li>• Anger management</li> <li>• Bereavement counselling</li> <li>• Strategies for behaviour &amp; raising self esteem</li> <li>• Links with families &amp; other services</li> <li>• Consistent strategies taught throughout school</li> <li>• Specific work with LAC-and families</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of referrals to D&amp;A/Social Services</li> <li>• Strengthening of relationships built with families</li> <li>• Continuity of strategies between home and school</li> <li>• Pupils supported consistently from all appropriate adults.</li> <li>• Pupils feel supported &amp; listened to within school – able to learn &amp; make progress</li> </ul>
Targeted children	Intervention groups- Communication & interaction Social & Emotional Behaviour Gross & fine motor Behaviour support	Approx. 30 sessions of TA support = £11,500 approx	<ul style="list-style-type: none"> <li>• Improve communication skills</li> <li>• Coping strategies</li> <li>• Shared understanding of expectations</li> <li>• Learn essential life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils able to successfully communicate emotions</li> <li>• Improved self esteem &amp; participation in learning</li> <li>• Pupils able to access learning equally with peers</li> <li>• Make good progress across the curriculum</li> <li>• Equipped for life-long learning</li> </ul>
Key Stage	Phase leader release time – data analysis	1 day 1/2 term (x 5) supply cover £6000 <b>SCHOOL BUDGET</b>	<ul style="list-style-type: none"> <li>• Dedicated time for identifying vulnerable children (not making appropriate progress)</li> <li>• Communication with appropriate staff</li> <li>• Action plan in place for individual children if appropriate.</li> <li>• Monitoring &amp; reviewing progress</li> </ul>	<ul style="list-style-type: none"> <li>• All staff aware of vulnerable children- consistent approach</li> <li>• Needs are identified and addressed early</li> <li>• Pupils make good progress</li> <li>• All potential issues addressed</li> </ul>
Whole school 29% PP=SEN 67% (16) PP attend	SENCO release time 6 of the 21 SEN pupils are also PP = 29%	2 days/week DHT teaching	<ul style="list-style-type: none"> <li>• Improve confidence &amp; ability of support staff to deal with issues- team teaching, providing bespoke training</li> <li>• SENCO training</li> <li>• Analysis of performance data- tracking progress of vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils individual needs understood and planned for</li> <li>• Access to curriculum for all</li> <li>• Progress is made throughout the curriculum</li> <li>• Staff empowered to meet the needs of</li> </ul>



intervention groups			<ul style="list-style-type: none"> <li>• Coordination of intervention strategies- moderation &amp; review of progress – provision mapping</li> <li>• Individualised planning for vulnerable pupils when appropriate</li> <li>• Support for class teachers with Inclusive differentiated curriculum</li> <li>• Meetings with individual families &amp; carers</li> <li>• Support meeting for parents with SEN children</li> </ul>	<p>children within their role.</p> <ul style="list-style-type: none"> <li>• Progress tracked- issues quickly addressed</li> <li>• Positive relationships with parents &amp; carers leads to improved confidence and ability to meet the needs of individuals</li> </ul>
Foundation Stage	FS coordinator visit to settings- release time- planning to meet needs of PP children	2 x ½ day £200	<ul style="list-style-type: none"> <li>• Information about potential issues collated – immediate provision</li> <li>• Begin to build positive relations with families</li> <li>• Appropriate adaptations planned for.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make positive transition into school ready to learn</li> <li>• Barriers to learning are overcome.</li> <li>• Pupils ready &amp; able to learn</li> </ul>
Whole school	Leader/coordinator time Curriculum information meetings	SCHOOL BUDGET	<ul style="list-style-type: none"> <li>• Parents &amp; carers knowledgeable about curriculum, expectations &amp; ways in which they can support their child</li> </ul>	<ul style="list-style-type: none"> <li>• Positive home support leads to improved conditions for learning &amp; progress</li> </ul>
Targeted children	Additional resources	£500	<ul style="list-style-type: none"> <li>• Appropriate equipment purchased to meet individual needs when necessary (sensory equipment; counselling room resources IT programmes)</li> </ul>	<ul style="list-style-type: none"> <li>• Equal access to curriculum; needs met; progress made</li> </ul>
Year 4 & 6 PP pupils	Residential costs & travel costs 7 pupils in yr 4: Little Deer Wood residential @£75 each 3 pupils in year 5: Robin Wood residential @ £250 each 4 pupils in year 6: Cliffe House residential @ £190 each	£300 £750 <u>£760</u> <b><u>£1,810</u></b>	<ul style="list-style-type: none"> <li>• Equal access for all- residential experience &amp; opportunities available for all.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils benefit from residential experience- cooperation, specific skills, staying away from home etc.</li> </ul>

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<b>Raising Attainment and Progress</b>				
<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
Targeted children	Additional support –class & non class based <b>Intervention groups:</b> <ul style="list-style-type: none"> <li>• Cognitive &amp; learning</li> <li>• Phonics, Letters &amp; Sounds</li> <li>• Accelerate/read/write</li> <li>• Wordshark</li> <li>• Read, Write, Ink</li> <li>• Small group support</li> <li>• Direct phonics</li> <li>• Beat Dyslexia</li> <li>• English booster group</li> <li>• Handwriting support group</li> <li>• Speech &amp; Language (SALT)</li> <li>• Springboard Maths</li> <li>• Numbershark</li> <li>• Maths quest groups (G&amp;T)</li> <li>• Math magicians (G&amp;T)</li> <li>• Max’s Maths</li> <li>• maths Booster group</li> </ul>	As above	<ul style="list-style-type: none"> <li>• To ensure that pupils continue to achieve at least age related expectations</li> <li>• Meet all pupils needs</li> <li>• Ensure all children are challenged appropriately</li> <li>• Overcome barriers to learning</li> <li>• Taught strategies to improve learning and to become more independent learners</li> </ul>	<ul style="list-style-type: none"> <li>• Equal access to curriculum; needs met; progress made</li> <li>• Pupils are appropriately challenged and enjoy their learning</li> <li>• Pupils able to take increasing responsibility for own learning</li> </ul>
Key Stages	Phase leader release time – data analysis	As above	<ul style="list-style-type: none"> <li>• Dedicated time for identifying vulnerable children (not making appropriate progress)</li> <li>• Communication with appropriate staff</li> <li>• Action plan in place for individual children if appropriate.</li> <li>• Monitoring &amp; reviewing individual progress</li> </ul>	<ul style="list-style-type: none"> <li>• All staff aware of vulnerable children-consistent approach</li> <li>• Needs are identified and addressed early</li> <li>• Pupils make good progress</li> <li>• All potential issues addressed to enable maximum learning to take place</li> </ul>
Whole school	Staff training	As above	<ul style="list-style-type: none"> <li>• Behaviour for Learning</li> <li>• Pennine Sports (ongoing)</li> <li>• SEN &amp; Safeguarding procedures &amp; practices</li> <li>• Assessment</li> <li>• Literacy: Spelling, Grammar &amp; Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers up to date with school practise &amp; procedures: ensures optimum conditions for learning</li> <li>• Motivational and inspirational resources &amp; teaching strategies consistently</li> </ul>



			<ul style="list-style-type: none"><li>• Writing moderation</li><li>• Safeguarding training</li><li>• First aid training</li><li>• Moderating RWM KS1 &amp; KS2</li><li>• Tracking pupil progress</li><li>• Consulting on &amp; writing SEF</li></ul>	<p>employed across school.</p> <ul style="list-style-type: none"><li>• Consistent expectations lead to high standards across classes</li><li>• Consistent process for identifying issues – actioned</li><li>• Shared understanding of school position and actions needed.</li></ul>
Targeted children	Additional resources		<ul style="list-style-type: none"><li>• Individual children's needs catered for</li></ul>	<ul style="list-style-type: none"><li>• Equal access to curriculum</li><li>• Opportunities for learning maximised</li><li>• Barriers to learning overcome.</li></ul>

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**Continuous Professional Development to support Pupil Premium**

<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
Whole school	Staff training	As above	<ul style="list-style-type: none"> <li>• Pennine Sports (ongoing)</li> <li>• Team teach</li> <li>• De-escalation training</li> <li>• SEN &amp; Safeguarding procedures &amp; practices</li> <li>• Literacy: Spelling, writing</li> <li>• Safeguarding</li> <li>• RWM moderation</li> <li>• First aid training</li> <li>• Speech and language training</li> <li>• Fine &amp; gross motor skills training</li> <li>• Tracking pupil progress</li> <li>• Consulting on &amp; writing of SEF</li> <li>• Calculation strategies</li> <li>• Well being and mental health</li> <li>• Online safety</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers up to date with school practise &amp; procedures: ensures optimum conditions for learning</li> <li>• Motivational and inspirational resources &amp; teaching strategies consistently employed across school.</li> <li>• Progressive methods of teaching shared</li> <li>• Safety of pupils maintained</li> <li>• Consistent practices lead to strengthening teaching &amp; learning</li> </ul>
Teaching Assistants	Teaching Assistants training:	£200 (School budget)	<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Mental health &amp; wellbeing</li> <li>• Online safety</li> <li>• Circle time/PSHCE</li> <li>• Art therapy</li> <li>• Spelling, punctuation and Grammar</li> <li>• White Rose Maths</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching assistants up to date with school practise &amp; procedures: ensures optimum conditions for learning</li> <li>• Motivational and inspirational resources &amp; teaching strategies consistently employed across school.</li> <li>• Progressive methods of teaching shared</li> <li>• Consistent practices lead to strengthening teaching &amp; learning</li> <li>• Teacher and pupil wellbeing strengthened</li> </ul>
HT DHT Teachers	Teaching Alliance	£500 release time for training (School budget)	<ul style="list-style-type: none"> <li>• Sharing good practice within alliance</li> <li>• Focus on teaching and learning – classroom practice</li> <li>• Development of good practice by focus staff- shared throughout for maximum impact</li> <li>• Individual teachers professional leadership skills developed</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen practice within school &amp; between schools</li> <li>• Constant strive for improvement within classrooms</li> <li>• Succession planning allows for security and consistent high standards to be maintained</li> </ul>



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<b>Enrichment</b>				
<b>Year group</b>	<b>Provision</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Impact</b>
Whole school	Pennine sports	SP funding	<ul style="list-style-type: none"> <li>• Raising self esteem</li> <li>• Recognising and developing talent &amp; skills</li> <li>• Developing team work &amp; cooperation</li> <li>• Equal opportunities for all</li> <li>• Further developing teacher knowledge skills &amp; understanding in all aspects of PE</li> <li>• Sharing good practice with other schools</li> <li>• 1:1 support/additional small groups fro maths</li> </ul>	<ul style="list-style-type: none"> <li>• Highly motivated children</li> <li>• Increased enjoyment and participation</li> <li>• Readiness to learn</li> <li>• Understanding positivity competitiveness</li> <li>• All children feel valued &amp; that their skills /talents are valued &amp; celebrated</li> <li>• self esteem and confidence improved</li> </ul>
Targeted children	Subsidising school trips/residentials	£1,810 (as above)	<ul style="list-style-type: none"> <li>• All children participate</li> <li>• Raising self esteem</li> <li>• Teamwork, cooperation, togetherness</li> <li>• Develop and acquire skills from new opportunities</li> <li>• Making real life links with classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>• Equal opportunities – no child misses out</li> <li>• Motivated children – ready to learn</li> <li>• Relevance of learning clear</li> <li>• Life long learners</li> </ul>
Whole school	Visitors into school	£800 School budget	<ul style="list-style-type: none"> <li>• Engaging learners</li> <li>• Putting learning into context</li> <li>• Optimising experts' knowledge</li> <li>• Bring the curriculum to life</li> <li>• Making learning more memorable</li> <li>• PC Whitehouse</li> <li>• Chicks to hatch</li> </ul>	<ul style="list-style-type: none"> <li>• Equal opportunities – knowledge shared</li> <li>• Motivated &amp; enthusiastic learners</li> <li>• Encouraging pupils to think of future &amp; possible careers</li> <li>• Pupil progress- knowledge &amp; skills retained.</li> </ul>
Whole school	Extra-curricular clubs	SP funds	<ul style="list-style-type: none"> <li>• Development of specific skills</li> <li>• Enjoyment</li> <li>• Team/cooperation skills</li> <li>• Enrich learning – trying new things</li> <li>• Teachers develop own expertise &amp; share knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of specific skills</li> <li>• Happy children motivated and ready to learn</li> <li>• Healthy life style</li> <li>• Preparation for real life</li> <li>• Opportunity to try new things in safe environment</li> <li>• Motivated teachers.</li> </ul>