



Pupil premium strategy statement: Carclaze Primary School 2017-18

1. Summary information					
School	Carclaze Community Primary School				
Academic Year	2017/18	Total PP budget	£127,000	Date of most recent PP Review	N/A
Total number of pupils	420	Number of pupils eligible for PP	79	Date for next internal review of this strategy	September 2018.
Carclaze is a two-form entry primary school on the edge of the clay country in Cornwall and is part of a Multi Academy Trust. The majority of pupils are white/ British. The school is in a town with the highest population in the county and subsequently has a number of parents appealing for places. Some classes have over thirty children. The school is in the 20-40% of Lower Super Output Areas in England. Based on the county scoring system, the school is one of twenty-four that are in the 15-25% band of schools considered to be vulnerable (it has been in the category below for the last four years).					

Current attainment (KS2 2016; figures taken from RAISEonline, for a cohort of 29 PP children)				
	<i>Pupils eligible for PP (your school) 2015/2016</i>	<i>Pupils not eligible for PP (national average) 2015/2016</i>	<i>Pupils eligible for PP (your school) 2016/2017</i>	<i>Pupils not eligible for PP (national average) 2016/2017.</i>
% achieving expected standard or above in reading	55%	71%	38%	71%
% achieving expected standard or above in writing	52%	79%	56%	76%
% achieving expected standard or above in GPS	48%	78%	66%	77%
% achieving expected standard or above in maths	48%	75%	50%	75%
% achieving expected standard or above in RWM combined	38%	60%	19%	61%
Progress measure reading	-0.13	+0.33	-4.3	
Progress measure writing	-2.29	+0.12	-3.7	
Progress measure maths	-1.27	+0.24	-2.1	

* In 2015, % of PP children attaining L4+ (22 in cohort): Reading (56%), Writing (41%), Maths (59%). combined (36%),

* In 2015, % of PP children making at least 2 levels expected progress (13 matched children from KS1): Reading (77%), Writing (92%), Maths (77%)

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
External Barriers (impacting on PP children's learning.)	
A.	Split family – lack of parental engagement – listening to reading at home / homework / not actively promoting school life / not good role models.
B.	Emotional barriers to learning.
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
C.	Poor Oral language skills. (F are lower for PP eligible children than others.) Vocabulary.
D.	% achieving expected or above in Reading.
E.	Progress in reading, writing and maths is below national comparisons
F.	Increase the number of pupil premium high attainers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Parents of pupils eligible for PP are less able to make any contribution to activities outside the classroom that enrich learning.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Split family – lack of parental engagement – listening to reading at home / homework / not actively promoting school life / not good role models.	Teaching Assistants monitor reading records and intervene with daily reading. Volunteers to support reading. Homework club provided to support the children. Busy Bees to support homework.
B.	Emotional barriers to learning.	SLW – to support children with Emotional barriers to learning. Counselling and personalised support.
C.	Improve oral language skills for pupils eligible for PP in F	Pupils eligible for PP in Foundation make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	% achieving expected or above in Reading.	Increase the reading time within the classroom and involve adults to support children with reading. Use PIRA tests to monitor progress.
E.	Progress in reading, writing and maths is below national comparisons	Pupils identified as PP make more progress in reading, writing and maths than other pupils. Measured by teacher assessment and successful moderation practise. Check PUMA and PIRA assessments.

F.	Increase the number of pupil premium high attainers	Pupils eligible for PP identified as high ability make better progress. Tracked on PUMA and PIRA. Lesson observations to check differentiation. JH tracking sheets – monitor half termly.
G.	Parents of pupils eligible for PP are less able to make any contribution to activities outside the classroom that enrich learning.	School to continue to assist parents with extra-curricular activities.