

## Pupil Premium Strategy Statement: Cavendish Close Infant and Nursery School

1. Summary Information					
Headteacher	Mrs A J Brandon		Pupil Premium Leader	Mrs C Diffin Deputy Headteacher	
Chair of Governors	Mrs C Moore Pupil Premium Champion Governor		Pupil Premium Governor	Mr S Gent Finance Committee Chair	
Academic year	2016/17	Total PP budget for school	£77,720	Date of most recent PP strategy review	November 2016 (internal review)
Total number of pupils in school (EYFS 2, Y1 and Y2)	261	Number of pupils eligible for PP in school (EYFS 2, Y1 and Y2)	56 PP 2 PP+ 58 overall	Date for next PP strategy review	September 2017
Total number of pupils in nursery (EYFS 1)	69	Number of pupils eligible for PP in nursery (EYFS 1)	9	Total PP budget for nursery	£2,700

2. Current Attainment - 2016				
	Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)	
Early Years Foundation Stage Profile (Good Level of Development)	55.7% of 17 pupils		69.3% (overall national)	
Key Stage 1 Year 1 Phonics Screening Check	62% of 13 pupils		70%	
Key Stage 1 Year 2 Phonics Screening Check Retakes	14% of 7 pupils		64%	
Key Stage 1 Year 2 Cumulative	71%		86%	
Key Stage 1 Year 2 Assessment Information	21 pupils		Expected +	Greater Depth
	Reading	Expected + 57.1%		
	Writing	52.4%	70%	16%
	Mathematics	52.4%	77%	20%
	Reading, Writing and Mathematics Combined	52.4%	85%	N/A
Science	57%	N/A		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> (issues to be addressed in school)	
<b>A.</b>	Identified need for more consistency with regard to Quality First Teaching meeting the needs of PP children in all year groups. Lines of enquiry: Are all children, especially PP children given effective feedback about their learning and progress in Reading, Writing and Mathematics? Are teaching sessions interactive and are children learning collaboratively?
<b>B.</b>	Delayed speech, language and communication skills for PP children continue to have a negative impact on learning, progress and social inclusion. This includes focus and attention skills. Line of enquiry: What else can we do to improve the current good practice that is embedded across school?
<b>C.</b>	Intervention programmes are effective in isolation although impact back within the classroom is not always evident and children are not always transferring their newly acquired skills. Key Stage 1 'Read It, Write It' intervention programme in particular. Line of enquiry: How can we increase the impact of intervention programmes – with a focus on transference of skills back in the classroom environment?
<b>External barriers</b> (issues which also require action outside school)	
<b>D.</b>	Attendance and punctuality of PP children was an issue in 2015/16. Rapid improvement plan was implemented in September 2016. Support for reading at home has been an issue for PP children. Line of enquiry: How can we further develop our positive relationships with the parents/carers of PP children?

4. Outcomes (Desired outcomes and how they will be measured)	Success criteria
<b>A.</b> Teachers and TAs have a shared understanding of what constitutes good and outstanding teaching, learning and assessment. Teaching sessions are interactive and children learn collaboratively. Monitor the quality of teaching via planning scrutiny, lesson observations, learning walks, book scrutiny and assessment information. Target: 100% Good and 50% Outstanding. Teachers and TAs are able to provide children with effective feedback about their learning in Reading, Writing and Maths. New feedback section within assessment policy will replace existing marking policy. Consistent application will be expected. Quality CPD for staff.	Consistently good or outstanding quality first teaching will lead to better outcomes for PP children. Effective feedback will produce improvement in learning and progress in Reading, Writing and Mathematics. PP children will make accelerated progress. More PP children will reach age related expectations.
<b>B.</b> Improved speech, language and communication skills will enable PP children to make more rapid progress in Reading, Writing and Mathematics. Half-termly pupil progress meeting focus. 'Talk Boost' intervention will be successfully implemented across school. Progression tool included.	'Talk Boost' intervention will narrow the gap between 4-7 year olds with language delay and their peers.
<b>C.</b> High quality 'Read It, Write It' intervention consistently implemented. Regular and effective communication between HLTAs leading the intervention and class teachers will focus on strengths and next steps. Class teachers will encourage wider transference of new skills back in the classroom. Reading and Writing age data analysed.	'Read It, Write It' intervention will enable low ability PP children to make more rapid progress in Reading and Writing.
<b>D.</b> Improved attendance for all children, including PP children. Attendance data analysed. PP children reading more regularly at home, as evidenced by parents/carers signing in reading diaries. Reading at home system (Reading Rainbow) data analysed.	School target 96% overall, 96% PP children as well. 100% PP children reading at home with parents signing in reading diaries.

## 5. Planned expenditure

Academic year 2016/17

The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Teachers and TAs have a shared understanding of what constitutes good and outstanding teaching, learning and assessment.	Staff are familiar with August 2016 Ofsted criteria. Staff self-evaluate strengths and areas for development. Quality CPD meets identified needs. Staff respond to research.	Improving Quality First Teaching will benefit all children. 'Best bet' approaches from the 'EEF Teaching and Learning Toolkit' (2016) will be implemented consistently. Recommendations from 'EEF Making best use of TAs' (2015) will be implemented consistently.	Regular monitoring activities reveal that teaching is never less than Good. 50% of teaching is Outstanding. Regular monitoring activities reveal that best use is made of TAs. Impact on outcomes for PP children will be monitored half-termly in Pupil Progress meetings.	C Howett (AHT) EYFS C Diffin (DHT) KS1	February 2017 and July 2017
A. Teaching sessions are interactive and children learn collaboratively.	Regular staff meeting time is used to share strategies to promote collaborate learning, for example, Kagan's Structures. School toolkit will be developed.	'EEF Teaching and Learning Toolkit' (2016) – Meta-cognition and self-regulation approaches aim to help learners think about their own learning more explicitly. Context: Regular collaborative learning opportunities.	Regular staff meeting time to share strategies (Spring/Summer terms). Year group champions identified. School posters developed. Collaborative learning opportunities identified on weekly planning. Peer observations. Pupil voice.	C Howett (AHT) EYFS C Diffin (DHT) KS1	June 2017 and July 2017
A. Teachers and TAs are able to provide children with effective feedback about their learning in Reading, Writing and Maths.	Updated approach to providing effective feedback within assessment policy – consistent implementation expected. Quality CPD.	'EEF Teaching and Learning Toolkit' (2016) – Research suggests that feedback should be specific, accurate and clear. Feedback is given sparingly so that it is meaningful.	Learning walks and lesson observations reveal that feedback is timely, specific and actionable. Marking is consistent across school and children are given regular 'fix it' time to respond to feedback about their work. Children self-assess their work against success criteria.	C Howett (AHT) EYFS C Diffin (DHT) KS1 N Asghar (LitCo)	April 2017 and July 2017
<b>Total budgeted cost</b>					<b>£20,000</b>

ii. Targeted support					
Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. 'Talk Boost' intervention will be successfully implemented across school.	INSET training for all staff. Ongoing CPD. Ongoing support and challenge for TAs. Good parental engagement.	Targeted support to enable children to catch up. This programme has been independently evaluated and shown to be effective in other schools.	Non-negotiable expectations agreed. Good timetable organisation. Observations of TAs delivering intervention. Quality feedback. Before and after data analysed. Reports to SLT and Governors.	C Howett (AHT) Talk Boost Leader	April 2017 after first cycle of intervention. July 2017 after second cycle of intervention.
C. 'Read It, Write It' intervention will be successfully implemented across school.	INSET training for all staff. Ongoing CPD. Ongoing support and challenge for TAs. Good parental engagement.	Targeted support to enable children to catch up. This programme has been independently evaluated and shown to be effective in other schools.	Non-negotiable expectations agreed. Good timetable organisation. Observations of TAs delivering intervention. Quality feedback. Before and after data analysed. Reports to SLT and Governors.	N Asghar (LitCo) Read It, Write It Leader	December 2016 after first cycle of intervention. April 2017 after second cycle of intervention. July 2017 after third cycle of intervention.
B. & C. Regular and effective communication between TAs/HLTAs leading the intervention and class teachers will focus on strengths and next steps. Class teachers will encourage wider transference of new skills back in the classroom.	Increased class teacher responsibility and accountability with regard to intervention programmes. TAs/HLTAs provide teachers with quality feedback about progress in intervention sessions. Teachers commit to ensuring that these intervention programmes are highly effective for the children in their class.	'EEF Making best use of TAs' (2015) – Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. When children return to lessons, teachers can ask questions that will help them apply, demonstrate and consolidate new learning.	Teachers and TAs prioritise liaison time regarding children's progress in intervention programmes. Learning walks and lesson observations reveal that teachers make links between the coverage of the intervention and the wider curriculum.	All class teachers  SLT leading Pupil Progress Meetings CH – FS2 CD – Y1 AJB – Y2	Half termly Pupil Progress Meetings will explore the progress of the children accessing these intervention programmes.
<b>Total budgeted cost</b>					<b>£50,000</b>

iii. Other approaches					
Desired outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Improved attendance for all children, including PP children. Absence and lateness will be followed up on rigorously. Persistent absenteeism will reduce.</p>	<p>Consistent implementation of the updated policy and rapid improvement plan (September 2016). Attendance champions identified (staff and governors). Regular attendance awards in assembly. Regular analysis of attendance (overall and groups). Support and challenge for parents/carers as appropriate.</p>	<p>We must improve our overall attendance. We need more children in school and on time every day. We need our children and parents/carers to care about attendance and punctuality. We will motivate families with rewards. We need class teachers to be more accountable for the attendance and punctuality of the children in their class. Class teachers will promptly discuss attendance and punctuality with parents/carers when concerns emerge.</p>	<p>Improved attendance for all children, including PP children. School target 96% overall, 96% PP children as well. Our learning mentor will work closely with our link EWO with regard to individual absences which fall below 90%. Attendance data will be analysed regularly and reported to SLT and governors. Pupil voice – What are children saying about attendance? Attendance champion governors will monitor the effectiveness of the updated policy and rapid improvement plan.</p>	<p>J Leadbeater (Learning Mentor) R Simpson (Y2 teacher) Attendance Champion  SLT Support</p>	<p>End of term analysis of attendance data will be reported to all stakeholders (December 2016, April 2017 and July 2017). Attendance champion governors will report back progress to the FGB every term.</p>
<p>D. PP children reading more regularly at home, as evidenced by parents/carers signing in reading diaries.</p>	<p>Reading rainbow reward system will be consistently implemented across school. Class teacher accountability – how successful will you make it in your class? Reading workshops will be delivered with an opportunity to visit classrooms afterwards to engage in reading activities.</p>	<p>Parental engagement is key to children's success in school. We want more parents to read to and with their children on a regular basis. We would like more parents to feel more confident supporting children's reading at home by attending reading workshops at school.</p>	<p>PP children reading more regularly at home, as evidenced by parents/carers signing in reading diaries. 100% PP children reading at home with parents signing in reading diaries weekly. Reading at home system (Reading Rainbow) data analysed. Data will be shared and used to secure improvement. Attendance at reading workshops will be recorded. Feedback from parents will be sought. Reading at home will have a positive impact on children's attitudes about and achievement in reading.</p>	<p>A Doxey (Y1 teacher) Reading Leader N Asghar (LitCo)</p>	<p>End of term analysis of reading rainbow data will be reported to all stakeholders (December 2016, April 2017 and July 2017). Reading champion governors will report back progress to the FGB every term.</p>
<b>Total budgeted cost</b>					<b>£7,720</b>

