

Pupil Premium Strategy Statement 2017/18: 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 Governor	Mr S Gent Finance Committee Chair	
Date of most recent PP strategy review: July 2017 (internal review)			Date for next PP strategy review: July 2018		
Total number of pupils in nursery (EYFS 1)	64	Number of pupils eligible for PP in nursery (EYFS 1)	11 (17%)	Total PP budget for nursery	£3,300
Total number of pupils in school (EYFS 2, Y1 and Y2)	260	Number of pupils eligible for PP in school (EYFS 2, Y1 and Y2)	61 PP 8 PP+ 69 overall (27%)	Total PP budget for school	61 X £1320= £80,520 8 X £1900= £15,200 £95,720
Information correct as of 30/10/17				Total PP budget overall	£99,020

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A.	<p>Identified need for greater consistency with regard to Quality First Teaching meeting the needs of PP children in all year groups.</p> <p>Focus areas: Embed Interactive teaching approaches. Further develop Collaborative learning strategies. Making good use of Kagan's Structures. Embed the use of Effective feedback – Prioritise PP children for Feedback First. Feedback to be timely, specific and actionable. Implement Differentiation by depth of learning. High quality CPD for all teachers and TAs from Andy Mellor (Chris Quigley Education).</p>
B.	<p>Delayed speech, language and communication skills of PP children continue to have a negative impact on development, learning, progress and social inclusion. This includes focus and attention skills and learning behaviours.</p> <p>Focus areas: Develop High quality questioning. Making good use of Bloom's Taxonomy. Implement the Sensible Seat strategy. Consideration is given to where best to position PP children (where in the learning environment and who next to). Embed the Talk Boost intervention programme. Secure maximum impact. Share best practice.</p>
C.	<p>Intervention programmes are increasingly effective in isolation although impact back within the classroom is not always evident and children are not always transferring their newly acquired skills. PP children occasionally miss out on opportunities for intervention.</p> <p>Focus areas: Improve the leadership of the Key Stage 1 'Read It, Write It' intervention programme with Educational Psychology training and support. Continue to increase the impact of intervention programmes – with a focus on transference of skills back in the classroom environment. Link to the TA appraisal system and the development of TA Intervention Champions. Best use is made of all support staff. Implement Best Buddy opportunities for PP children. Meeting individual needs.</p>
External barriers (issues which also require action outside school)	
D.	<p>Overall attendance remains below the national average. Some ongoing issues with punctuality and persistent absenteeism (>90%). Support for reading at home has been an issue for PP children.</p> <p>Focus areas: Improve attendance and reduce persistent absenteeism (>90%) - Overall and for PP children. Monitor punctuality. Secure the leadership of attendance. Roles and responsibilities of stakeholders are clear. Embed the Reading Rainbow system (rewarding reading at home) reward. Develop communication with parents. Share best practice to secure maximum impact.</p>

3. Outcomes (Desired outcomes and how they will be measured)	Success criteria
<p>A. Teachers and TAs have a shared understanding of what constitutes good and outstanding teaching, learning and assessment. Teachers are aware of their strengths and areas for development. Teaching and learning Champions are established in each year group. Leading regular CPD. A Teaching and learning Handbook is established. Achieving clarity about expectations. Interactive teaching approaches are well embedded. A consistent approach across school. Collaborative learning strategies engage all children in learning opportunities. Effective feedback is timely, specific and actionable. PP children are prioritised for Feedback First. Teachers and TAs access INSET with Andy Mellor. Differentiation by depth of learning is implemented using an Earth, Moon and Stars approach. Children challenge themselves. Development of mastery approach. Monitor the quality of teaching via planning scrutiny, lesson observations, learning walks, book scrutiny, pupil voice and assessment information. Target: 100% Good and 60% Outstanding.</p>	<p>Consistently good or outstanding Quality First Teaching leads to better outcomes for PP children. No teaching is less than good. Our school expectations are explicit. A consistent approach to teaching and learning is established. PP children make accelerated progress. More PP children are working at the expected level for their age. More PP children are achieving greater depth in their learning.</p>
<p>B. Improved speech, language and communication skills enable PP children to make more rapid progress in Reading, Writing and Mathematics. Half-termly pupil progress meeting focus. Teachers plan High quality questions. Good use is made of Bloom's Taxonomy. Classrooms are question rich. Children are given regular opportunities to ask and answer questions. Consideration is given to where best to position PP children (where in the learning environment and who next to). Termly learning walks led by Teaching and Learning Champions. The Talk Boost intervention programme is well embedded. Termly impact evaluation.</p>	<p>Mastery level language is evident in classrooms. The right questions are asked to the right children at the right time. Children are questioners. 'Talk Boost' intervention will narrow the gap between 4-7 year olds with language delay and their peers. Nursery will implement Early Talk Boost.</p>
<p>C. High quality 'Read It, Write It' intervention is highly effective in Key Stage 1. Regular communication between the HLTAs/TAs leading the intervention and class teachers focuses on children's strengths and next steps. Class teachers will encourage wider transference of new skills back in the classroom. Termly impact evaluation. Literacy Subject Leader is effective leading the intervention. The impact of intervention is evaluated with a focus on transference of skills back in the classroom environment. Roles of accountability are clear. TA appraisal system is used to develop TA Intervention Champions. An intervention handbook is established to share key information. TA Appraisal outcomes. Best use is made of all support staff. A Best Buddy system is implemented to meet the individual needs of PP children. Termly analysis of class provision maps.</p>	<p>'Read It, Write It' intervention enables children struggling to develop early literacy skills to make more rapid progress in Reading and Writing. A shared understanding of intervention programmes is established. Support staff are used effectively to maximise personal and academic outcomes for PP children.</p>
<p>D. Attendance is improved for all children, including PP children. Persistent absenteeism (>90%) is reduced for all children, including PP children. Monitor punctuality. Half-termly analysis of attendance data. Roles and responsibilities of stakeholders are clear. Reading Rainbow system (rewarding reading at home) is fully embedded across school. PP children read more regularly at home, as evidenced by parents/carers signing in reading diaries. Termly analysis of Reading Rainbow system (rewarding reading at home) data. Attendance at reading workshops is monitored.</p>	<p>School attendance target is 96% overall and 96% for PP children as well. Whole school priority. 100% of PP children read at home with parents/carers signing in reading diaries on a weekly basis. Teachers regularly target parents/carers that do not meet our expectation.</p>

