

Pupil Premium Strategy Statement 2016 - 2017

1. Summary information			
School	Cheam Common Infants' School		
Academic Year	2016-17	Total PP budget	£36,940
Total number of pupils	373	Number of pupils eligible for PP	19
Date for next PP Strategy Review	January 2017		

At Cheam Common Infants' we have high aspirations for our children and are determined to ensure that all children are given every chance to meet their full potential. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the inequalities between children and to ensure that funding reaches the pupils who need it most.

We are accountable for how we use the additional funding to support disadvantaged pupils and have created a Pupil Premium Strategy to enable us to inform parents about the barriers faced by eligible pupils and show how we spend the funding.

Our key aim in using Pupil Premium funding is to diminish the differences between disadvantaged pupils and their peers in terms of their academic attainment, their rates of progress from their starting points and in their access to extended curriculum provisions and other activities. We offer support to PP children and their families in many ways.

2. Current attainment							
	% of PP achieving the expected standard at CCI July 2016 (15 children)	% of Non PP achieving the expected standard at CCI July 2016 (98 children)	% Non PP achieving the expected standard (National average) July 2016	% of all pupils Nationally achieving expected standard (July 2016)	% of PP achieving Greater Depth at CCI July 2016	% of Non PP achieving Greater Depth Nationally July 2016	% of all pupils Nationally achieving Greater Depth July 2016
Reading	73%	71%	78%	74%	33%	27%	24%
Writing	60%	63%	70%	65%	27%	16%	13%
Maths	82%	70%	77%	73%	27%	20%	18%
Science	93%	92%	85%	82%	N/A	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A.	Low levels on entry of PP pupils in communication, literacy and language
B.	There is a gap of 21% between PP and Non PP Readers in Year 2
C.	To sustain the high standards of achievement in mathematics for PP pupils
D.	78% of current PP pupils are also either SEND, EAL or Vulnerable
External barriers (issues which also require action outside school)	
E.	Emotional and social difficulties exist for some PP pupils which has a detrimental effect on their access to learning and achievement.
F.	Attendance rates for PP are 94%. This reduces their school hours and causes them to fall behind

4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved Communication, Language and Literacy (CLL) skills for pupils eligible for PP in Early Years Foundations Stage (EYFS)	PP Pupils in EYFS make progress from Baseline in line with their peers from equivalent starting points
B.	To raise the standard in reading for all Year 2 PP pupils	PP Pupils achieve in line with their peers in Reading from equivalent starting points.
C.	To sustain the high standards of achievement in mathematics for PP pupils	PP pupils achieve in line with their peers in Mathematics from equivalent starting points.
D.	Provide additional support and interventions for PP, SEND, EAL & Vulnerable pupils	PP Pupils make progress from their individual starting points in line with their peers 2 steps of progress
E.	The well-being of PP children with emotional and social difficulties is addressed and supported	PP pupils have developed good well-being strategies and learn and achieve in line with their peers from equivalent starting points
F.	PP Attendance improves in line with both national and school attendance rates	PP pupils attendance is in line with their peers both school and nationally

5. Planned expenditure					
i Quality of teaching for all					
Desired outcome	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. Improved C&L skills for pupils eligible for PP in EYFS	Link with whole school priority SDP on Writing with focus on 'Talk for Writing' in EYFS Specific Training for the development of CLL T&L Staff CPD	30% PP are also EAL, and 30% have Speech and Language needs. Two children are medium level on the "Wellbeing & involvement Leuven Scale"	Observation of teaching and learning <u>Assessment</u> Assessment For Learning & tracking <u>Monitoring</u> Learning Walks /Planning	Assistant Head English Lead	Every Term
B. Improved progress in Reading for all Year 2 PP pupils	Guided Reading Training for support staff	21% gap in attainment between PP and their peers at end of Year 1.	Observations of guided groups by support staff	English Lead Senior Leadership Team (SLT)	Spring Term
C. To sustain the high standards of achievement in mathematics for PP pupils	Mathematics Whole School Development Plan Priority Develop knowledge of how to have a Mastery approach' to Mathematics - INSET training. Eva Brown NECTM consultant Year 1 and 2 staff to visit ST Elphege's School to observe Mastery teaching in action Mastery Maths Links to JS Singapore Maths	We achieved high standards of attainment for PP children in both EYFS and KS1 but are aware of a gap developing with the new Maths curriculum at the end of Year 1.	INSET whole school CPD Mastery Maths teaching in other schools Specialist Leader in Education supporting mastery mathematics development in school and MSL Additional time for MSL Observation of teaching and learning Assessment For Learning & tracking <u>Monitoring</u> Learning Walks /Planning Insepector supporting Mathematics Learning Walks Mathematics and PP Governors HT Report to Governors	SLT Maths Lead	Termly
Total budgeted cost					£15,000

ii Targeted support					
Desired outcome	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. Improved C&L skills for pupils eligible for PP in EYFS	Targeted support through a nurture and social group and Communication group to diminish differences and have individual support matched to their needs	Some pupils need targeted support to raise standards of achievement	Timetabled Communication and nurture & social groups for targeted pupils. Groups will be tracked termly and assessment information analysed.	Trained Support Staff	Termly
	Senior Leaders to deliver workshops for parents	Parents are key in supporting effective learning.	Attendance information at workshops to be analysed	SLT	Ongoing
B. Improved progress in Reading for all Year 2 PP pupils	Targeted intervention groups including: Lexia X Code One-to-One Phonics Tutoring Kit (Ruth Miskin) Phonics Booster group Additional Phonics Phonics setting Catch up Reading Senior staff give individual support Volunteers – Parents and Governors including Take10 Project	21% gap in attainment between PP and their peers at end of Year 1.	Timetabled groups to ensure they take place PP pupils targeted for specific support Termly Provision Mapping and Monitoring of impact PP Lead to meet termly with Class Teachers to review progress of book bands.	SENco English Lead PP Lead	Termly
C. To sustain the high standards of achievement in mathematics for PP pupils	PP Lead groups Additional Mathematics Groups Mathletics Maths Booster groups Parent Workshops Guided Mathematics Group & Support Group	We achieved high standards of attainment for PP children in both EYFS and KS1 but are aware of a gap developing with the new Maths curriculum at the end of Year 1.	Provision Maps identify specific PP Pupils Impact Monitoring of provisions Observations of support groups Learning Walks	PP Lead ML SLT	Termly

	<p>training for Support Staff</p> <p>Teacher Conferences with More Able PP</p>		<p>PP Lead will ensure conferences take place termly offering support to staff</p>		
<p>D. Provide additional support for PP, SEN/EAL and Vulnerable pupils</p>	<p>Targeted EAL support Additional Support Groups Lexia Catch Up Literacy Writing Project One-To-One Phonics X Code Maths Booster Mathletics Take10 Project 1-1 Reading Reading and Phonics Social & Nurture</p> <p>Family Support Worker provision</p> <p>Financially supported provision of extended curriculum activities run by school and specialist staff</p>	<p>Currently 78% of PP children are also SEND, EAL or Vulnerable</p> <p>Provide guidance and support to families and so break down barriers to learning</p> <p>Premium funded children have priority access and attend free of charge</p>	<p>Provision Maps identify specific PP Pupils</p> <p>Impact Monitoring of provisions</p> <p>Observations of support groups</p> <p>Learning Walks</p> <p>Weekly meeting between FSW & SENco FSW completes Provision map and reports to SENco with evaluations Feedback Questionnaire completed by families supported by FSW Data shows PP targets children making progress in line with other Groups</p> <p>Monitor PP take up of clubs</p>	<p>SENco EAL Lead</p> <p>FSW SENco</p> <p>Office staff</p>	<p>Termly</p> <p>Termly</p>
Total budgeted cost					£12,000

iii. Other approaches					
Desired outcome	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?
E. The well-being of PP children with emotional and social difficulties is supported and addressed	Family Support Worker Counselling and Pupil Support/ Parenting support & workshops	Addressing specific issues and break down barriers to learning and achievement	Feedback from FSW	SENco SLT FSW	Ongoing
	Nurture & Social Group ELSA provision	Enables children to talk about emotional issues which affect them e.g. anger and friendships	Appointed ELSA to have specific training and to have support with leading provision	SENco SLT ELSA	Ongoing
	Special Focus Child provision Teacher Conferences with More Able PP PSHE Circle Time Golden Rules and Star of the week	Addressing specific issues and break down barriers to learning	Monitor the impact of provision on children's' progress	PP Lead CT	Ongoing
F. PP Attendance improves in line with both national and school attendance rates	Buy into LA Attendance Support Service HT Monthly meetings with school attendance officer In class support strategies for improving punctuality through reward charts Provision of extended activity clubs Provision of wrap around care club Family Support Worker	Some PP Pupils have low attendance and poor punctuality which impacts their ability to achieve and integrate	Monthly tracking of attendance rates Half termly meetings with Attendance Officer Implementing statutory and school policy Meeting with Attendance Governor HT Report to Governors	Head teacher Office Administrator	Half termly
Total budgeted cost					£12,000

6. Review of Pupil Premium Strategy Statement 2016-2017

PP - Pupil Premium
 SDP - School Development Plan
 EYFS – Early Years Foundation Stage

ARE – Age Related Expectation
 AARE – Above Age Related Expectation
 ELG – Early Learning Goal

C&L – Communication and Language
 PSC - Phonics Screening Check

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
A. Improved C&L skills for pupils eligible for PP in EYFS	Link with whole school priority SDP on Writing with focus on 'Talk for Writing' in EYFS	<p><u>At end of EYFS</u> 80% of PP achieved ARE or above in C&L. 60 % achieved AARE. <u>Increase in attainment - Baseline to end of year</u> 55% increase in ARE 60% increase in AARE <u>Attainment of PP</u> 80% of PP children achieved the C&L, ELG. 13% increase of PP achieving Expected or above in C&L from 2015-16.</p>	<p>Focused intervention on C&L has resulted in improved progress and outcomes for PP children.</p> <p>Continue focus on Talk for Writing in EYFS in line with English SDP focus on improving Writing.</p>
B. Improved progress in Reading for all Year 2 PP pupils	Guided Reading Training for support staff	<p><u>Target for 2016-17</u> Diminished the difference between PP and Non PP children by 7%. <u>Attainment</u> 64% of PP children at end of Key Stage attained Expected or above.</p> <p><u>Year 1 Phonics Screening Check. (PSC)</u> 80% of PP children passed PSC 25% improvement of PP attainment from previous year.</p>	<p>Ensure all new staff are fully trained to deliver as the impact is greater when support is delivered by skilled personnel.</p> <p>A sharper half termly focus on monitoring of PP pupils in Year One to target interventions. This should impact end of Key Stage attainment.</p> <p>The impact of school budget means less resources available for additional support. Key Priority SDP will be on improving Reading & Phonics teaching and learning across whole school 2017-18. (Read, Write Inc.)</p>
C. To sustain the high standards of achievement in mathematics for PP pupils	Mathematics Whole School Development Plan Priority Develop Mastery approach' to Mathematics teaching and learning	<p>Staff have adapted planning to suit Mastery style teaching and significant progress made in the understanding of the approach. This was evidenced by observations where lessons have been appropriately pitched. The number of staff judged to be Good or Outstanding increased. Overall outcomes improved significantly at both Expected and Greater Depth thus increasing the gap between PP and non PP at end of Key stage by 20%. This particular PP cohort in Y2 also had many additional needs.</p>	<p>Monitoring cycle will to continue to be implemented in a systematic way to ensure standards are high and the gap between PP and Non PP is diminished. Tracking of PP pupils continues to be rigorous and now includes EYFS data.</p> <p>Scrutiny of books from external moderation of Year 2 demonstrated; consistency across the year group, clear evidence that children had met success criteria, Greater Depth challenge is used purposefully and offered to all and assessment symbols clearly show whether the learning objective has been achieved. This has supported the quality teaching and rise in standards.</p> <p>Mathematics leaders to continue to support planning across the Year groups.</p>

ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Improved C&L skills for pupils eligible for PP in EYFS	<p>Targeted support to diminish the difference through nurture/ social group and communication Group. Individual support matched to needs.</p> <p>Senior Leaders to deliver workshops for parents</p>	<p><u>Attainment at end of EYFS in C&L</u> 80% Reception PP received targeted support matched to individual needs. 20% Exceeded in C&L. 80% of the children achieved ELG for C&L.</p> <p>60% of PP parents attended workshops</p>	<p>Identifying and timetabling for either individual or small groups to meet needs has proved to be successful and will continue next year.</p> <p>Workshops will continue next year but PP parents to be individually invited and encouraged to attend</p>
B. Improved progress in Reading for all Year 2 PP pupils	Targeted intervention groups and improved directing of volunteers (Take10 project)	<p>The difference in Expected or above in Reading between PP and Non PP diminished by 7%</p> <p><u>Support focus on comprehension skills</u> Support for Yr 2 PP children, involving volunteers and Support Staff ensured that all achieved Expected for Reading at end of Key Stage.</p>	<p>PP children received quality intervention teaching from well-trained TA's and Teaching Staff including PP Lead and Deputy Head. Continue to use PP funding to maintain intervention groups in the face of challenging budget situation. Regular tracking with class teachers ensures identification of present needs which can be addressed through teaching and intervention. Focused intervention by EAL staff supported PP children's progress and ensured a child increased comprehension to a level matching reading ability and so achieved Expected in Reading. Budget cuts led to EAL staffing being cut.</p>
C. To sustain the high standards of achievement in mathematics for PP pupils	Additional Mathematics groups delivered by Teaching Staff	<p><u>Interventions</u> Mathematic Catch up groups "Mathletics" set up and parents informed. Maths Lead Teacher led a Mathletics lunchtime booster club attended by targeted PP children</p>	<p>While improvements have been seen in teaching of Mathematics and PP children's progress has been good we want all children to reach a higher standard and will continue to work on improving the effectiveness of intervention.</p> <p>A member of teaching staff to work alongside trained TA's to monitor closely the progress of children within these groups.</p> <p>Due to budget restraints the timetabled teacher was not always able to carry out her groups.</p>

