

Disadvantaged Pupil Premium (DPP) Strategy Statement 2017-18

1. Summary information			
School	Cheam Common Infants' School		
Academic Year	2017-18	Total DPP budget	£27,820
Total number of pupils	344	Number of pupils eligible for DPP	20
Date for next DPP Strategy Review	January 2018		

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 Disadvantaged 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 Disadvantaged 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 Disadvantaged 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 disadvantaged pupils and their families in many ways.

As an infant school we have only a small number of families registering for DPP due to Universal Free School Meal offer. Therefore our numbers are small and this makes comparative data with national outcomes difficult to reconcile. However our DP's make excellent progress from their individual starting points.

2. Current attainment											
	% of DPs CCI Expected + 2017 (11 ch)	% Non DPs at Expected + CCI 2017	% ALL CCI at Expected + 2017	% DPs Nationally at Expected+ 2017	% Non DPs Nationally at Expected + 2017	% of ALL Nationally at Expected + 2017	% of DPs at Greater Depth at CCI 2017	% of Non DPs at Greater Depth at CCI 2017	% ALL At Greater Depth 2017	% DPs Nationally at Greater Depth 2017	% of all pupils Nationally At Greater Depth 2017
Reading	64	78	76	awaiting	awaiting	76	9	35	33	awaiting	26
Writing	55	73	72	national	national	68	9	24	23	outcomes	16
Maths	55	87	84	outcomes	outcomes	75	18	30	29	2017	21
Science	90	94	94	2017	2017	84	N/A	N/A	N/A	N/A	N/A

3 Barriers to future attainment (for pupils eligible for DPP)	
In-school barriers (issues to be addressed in school)	
A.	Low Baseline entry data effects achievement of Good Level of Development (GLD) in Early Years Foundation Stage (EYFS)
B.	DPs entering Year 1 not attaining the Early Learning Goal (ELG) in Reading Writing or Mathematics
C.	Some DPs making slower than expected progress in Mathematics compared with non DP peers so difficult to diminish the difference within KS1
D.	75% of current DPs have additional needs, including those being supported as SEN, in some cases resulting from gaps in schooling
External barriers (issues which also require action outside school)	
E.	Emotional and social difficulties exist for some DPs which has a detrimental effect on their access to learning and achievement
G.	Attendance rates for DPs is 92%. This reduces their school hours and may cause them to fall behind

4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To raise the level of attainment of DPs in order for them to achieve a GLD.	All EYFS DPs, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up
B.	To raise attainment through monitoring and provision for DPs entering Year 1 having not attained the ELG in Reading, Writing and Number.	DPs in Year 1 not yet attained the ELG make accelerated progress from their starting point in the core subjects
C.	To raise the standard in Mathematics for all Year 2 DPs and diminish the difference between DPs/Non DPs	DPs in Year 2 achieve at least in line with their peers in Mathematics from equivalent starting points
D.	Provide effective additional support for DPs (SEND, EAL & Vulnerable pupils)	DPs with additional needs are supported effectively through the school's SEND practice, with recognition of support for any additional factors that they might face. DPs make progress from their individual starting points in line with their peers.
E.	The well-being of DPs with emotional and social difficulties is addressed and supported.	DPs have developed good well- being strategies and learn and achieve in line with their peers from equivalent starting points
F.	DPs attendance improves in line with both national and school attendance rates	Overall DPs attendance improves from 92% to 96% in line with 'other' pupils.

5. Planned expenditure

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?
<p>A. To raise the level of attainment of DPs in order for them to achieve a GLD.</p>	<p>Closely track DPs Emerging in core subjects to identify next step developments.</p> <p>School Development Plan Key Priority to improve Reading & Phonics teaching and learning across whole school</p> <p>Continue focus on Talk for Writing in EYFS in line with English SDP focus on improving Writing</p> <p>EYFS Mathematics Leader to support further development of Mastery Mathematics in EYFS to raise attainment</p> <p>To target and plan intervention for potential DPs to achieve Exceeding and promote mathematical thinking tasks in all areas of Learning.</p>	<p>Need to raise expectations for all pupils. A greater number of DPs than desired did not achieve GLD 2016-17</p>	<p>Class teachers/Assistant Head to closely monitor and track progress</p> <p>DP lead to continue with the rigorous monitoring of planning and provisions.</p> <p>Whole School CPD- Read, Write Inc – Ruth Miskin training course.</p> <p><u>Assessment</u> Assessment For Learning & tracking</p> <p><u>Monitoring</u> Learning Walks /Observations/Planning</p> <p>Timetabled intervention groups for targeted pupils</p>	<p>Assistant Head DP Lead</p> <p>English/ Maths Lead</p> <p>Deputy Head</p> <p>Senior Leadership Team (SLT)</p> <p>Head Teacher/ Middle Leaders</p> <p>EYFS Maths Lead</p>	<p>Termly</p>

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?
<p>B. To raise the attainment of children entering Year 1 without ELG in Reading, Writing and Number.</p>	<p>Identify next steps developments and closely track DPs in core subjects for pupils on EYFS Emerging in GLD areas. School Development Plan Key Priority to improve Reading & Phonics teaching and learning across whole school</p> <p>To embed the teaching and learning of Mastery Maths.</p> <p>Carefully monitor new DPs into Yr 1 and provide provision where necessary</p> <p>Continue rigorous tracking and provision for DPs in Phonics</p>	<p>A greater number of EYFS DPs than desired not achieving GLD 2016-17</p>	<p>Ongoing monitoring programme by Subject leaders, SLT, Head of Year 1 SEND CO and Governors.</p> <p>Whole School CPD- Read, Write Inc – Ruth Miskin training course.</p> <p>Mathematics Lead to support the planning of maths in Yr 1</p> <p>DP lead ensures new DPs coming into school are quickly assessed and provision put in place</p> <p>Half termly tracking of Year 1 DPs Phonic attainment</p>	<p>Year 1 Lead English/ Maths Lead</p> <p>SLT</p> <p>Maths Lead</p> <p>DP Lead</p> <p>English lead/DP Lead</p>	<p>Termly</p>

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?
<p>C. To raise the standard in Mathematics for all Year 2 DPs and diminish the difference between DPs/Non DPs</p>	<p>Mathematics Whole School Development Plan Priority Embedding knowledge of a Mastery Maths approach</p> <p>Identify next steps developments and closely track DPs attaining Developing on entry to Year 2.</p> <p>To identify any potential Greater Depth DPs and plan provision.</p> <p>Carefully monitor new DPs into Year 2</p>	<p>DP's making slower than expected progress to diminish the difference with non DP peers at end of Year 1.</p> <p>School data shows that we need to increase the number of DPs reaching Greater Depth across the curriculum</p>	<p>CPD Mastery Maths teaching - Maths Lead attend 'Follow Up' research in other schools. Delivers training</p> <p>Maths Lead monitor and supports planning ensuring breaking down curriculum into smaller steps.</p> <p>Additional time for MSL <u>Observation</u> of teaching and learning <u>Assessment</u> For Learning & tracking</p> <p><u>Monitoring</u> of Folders with a focus on DPs. Learning Walks</p> <p>DP lead ensures new DPs coming into school are quickly assessed and provision put in place.</p> <p>HT Report to Governors</p>	<p>SLT</p> <p>Maths Lead</p> <p>Maths/DP Lead Governors</p> <p>Middle Leaders</p>	<p>Termly</p>
Total budgeted cost					£26,000

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. To raise the level of attainment of DPs in order for them to achieve a GLD	Targeted support through small groups (EAL, S&L, Social/Nurture) to match to needs of DPs to diminish difference	A greater number of DPs than desired not achieving GLD 2016-17 Some pupils need targeted support to raise standards of achievement	Timetabled groups for targeted pupils. Groups will be tracked termly and assessment information analysed	Trained Support Staff led by CT	Termly
	Senior Leaders to deliver workshops for parents	Parents are key in supporting effective learning.	Staff to personally encourage parents to attend workshops. DPs attendance information at workshops to be analysed	SLT	Ongoing
B. To raise the attainment of children entering Year 1 without ELG in Reading, Writing and Number.	Targeted intervention groups including: Lexia, Code X One-to-One Phonics Phonics setting Tutoring Kit (Ruth Miskin) Phonics Booster group Extra Writing groups in class provision Maths groups with PP Lead Volunteers – Take 10 Project, Parents and Governors.	A greater number of EYFS DPs than desired not achieving GLD 2016-17 These pupils need targeted support to diminish differences	Timetabled groups to ensure they take place overseen by DP Lead Termly Provision Mapping and Monitoring of impact. Half termly for phonics. DP Lead to meet termly with Class Teachers to review progress of book bands. Pupil Progress meetings with Headteacher/Deputy Head/ Assessment Head	SENco English/ Maths Lead DP Lead SLT	Termly
C. To raise the standard in Mathematics for all Year 2 DPs pupils and diminish the difference between DPs/Non DPs	Targeted intervention groups PP Lead supports additional Mathematics group Mathletics Maths Booster groups Parent Workshops Pupil/Teacher Conferences with Greater Depth DPs	DP's making slower than expected progress to diminish the difference with Non DP peers at end of Year 1.	Groups will be tracked termly and assessment information analysed to monitor impact of provision and adjust accordingly. DP Lead will ensure conferences take place termly offering support to staff.	DP Lead Maths Lead SLT DP Lead	Termly

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?
D. Provide additional support for DPs, SEN/EAL and Vulnerable pupils	Targeted provision through additional support groups including Lexia, Code X Red/Amber/Green Readers Catch Up Literacy One-To-One Phonics Maths Booster Matheletics Take10 Project 1-1 Reading Reading and Phonics Social & Nurture Special Focus child project Family Support Worker (FSW) provision	75% of DPs have additional needs, including those being supported as SEN, in some cases resulting from gaps in schooling.	Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support. Recorded on termly Provision map. Guidance and monitoring of Support Staff intervention groups.	SENco/DP Lead	Termly
		Provide guidance and support to families and so break down barriers to learning	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 DPs make progress in line with other groups.	FSW SENco	
		Continue to subsidise music tuition, school trips, and extended curriculum activities run by school and specialist staff.	Premium funded children have priority access and attend free of charge	Targeting of specific children. Monitoring of access.	Office staff Music Lead
Total budgeted cost					£3,400

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 DPs with emotional and social difficulties is supported and addressed	FSW Mental Health Nurse NW & Specialist Agencies – Jigsaw 4 U Counselling and Pupil Support/ Parenting support & workshops Nurture & Social Group to match specific needs. Special Focus Child Teacher Conferences with Greater Depth DPs PSHE/Circle Time Golden Rules and Star of the week.	Emotional wellbeing is key to supporting pupils learning. Addressing specific issues breaks down barriers to learning and achievement and enables children to talk about emotional issues which affect them e.g. anger and friendships.	Regular feedback from FSW and other Specialist Agencies/ parents supported. Nurture groups for specific children are in place – Monitor provision of impact on children’s progress	SENco SLT FSW PP Lead	Ongoing
	Staff training – ‘Children’s Wellbeing’ delivered by Staff cascading from – Fran Halford - Wishmore Cross Mental Health Training.	All staff are key to supporting children’s emotional wellbeing and need to feel confident and aware to identify needs.	Monitor the impact of provision on children’s’ progress and adjust accordingly. Emotional Wellbeing Register compiled of all identified children.	Deputy Head and DP Lead	Ongoing
	Personal contact to be made initially through a letter from the DP Lead to parents of DPs children to ensure that they know their point of contact.	The DP Lead to date communicates well with PP children, staff and FSW but has less contact with individual parents.	Parents are able to contact the DP Lead when necessary.		Ongoing

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?
F. DPs Attendance improves in line with both national and school attendance rates	Buy into LA Attendance Support Service HT half termly meetings with school attendance officer In class support strategies for improving punctuality through reward charts Provision of extended activity clubs and wrap around care club Family Support Worker	Some DPs have low attendance and poor punctuality which impacts their ability to achieve and integrate	Identify DPs with below average attendance including persistent absence and those who are regularly late to arrive/ collected and leadership liaise with parents to put in a plan of action to improve. 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				£5,000	