

PUPIL PREMIUM STRATEGY STATEMENT CASSIOBURY INFANT AND NURSERY SCHOOL

(2019-2020)

1. SUMMARY INFORMATION					
SCHOOL	Cassiobury Infant and Nursery School				
ACADEMIC YEAR	2019/2020	Approx PPG BUDGET	£20,100	DATE OF MOST RECENT PPG REVIEW	July 2019
TOTAL PUPILS	265 (inc Nursery)	ELIGIBLE FOR PPG	13 (4.9%)	REVIEW DATE OF STRATEGY	July 2020

2. ATTAINMENT July 2019

		Cassiobury Pupils Eligible for PPG	Pupils not eligible for PPG at Cassiobury	Pupils not eligible Nationally (2018 data)	GAP between our PPG pupils and non PPG pupils nationally
% MEETING THE EXPECTED STANDARD OR ABOVE AT YEAR 2 (6 pupils)	READING	50% (3/6 pupils)	82% (69/84 pupils)	79%	-29%
	WRITING	50% (3/6 pupils)	83% (70/84 pupils)	74%	-24%
	MATHS	50% (3/6 pupils)	87% (73/84 pupils)	80%	-37%
% MEETING THE MAKING EXPECTED+ PROGRESS AT YEAR 2 (6 pupils)	READING	67% (4/6 pupils)	91% (77/84 pupils)		
	WRITING	100% (6/6 pupils)	95% (80/84 pupils)		
	MATHS	67% (4/6 pupils)	97% (81/84 pupils)		
% MEETING THE EXPECTED STANDARD OR ABOVE AT YEAR 1 (5 pupils)	READING	60% (3/5 pupils)	76% (62/82 pupils)		
	WRITING	40% (2/5 pupils)	63% (52/82 pupils)		
	MATHS	20% (1/5 pupils)	78% (62/82 pupils)		
% MEETING THE MAKING EXPECTED+ PROGRESS AT YEAR 1 (5 pupils)	READING	80% (4/5 pupils)	94% (77/82 pupils)		
	WRITING	80% (4/5 pupils)	82% (67/82 pupils)		
	MATHS	60% (3/5 pupils)	88% (72/82 pupils)		
% MEETING THE EXPECTED STANDARD OR ABOVE AT EYFS (5 pupils)	GLD	60% (3/5 pupils)	78% (64/82 pupils)	72%	-12%
% MAKING EXPECTED PROGRESS OR ABOVE IN RECEPTION (5 pupils)	PRIME AREAS	100% (5/5 pupils)	79% (65/82 pupils)		
	LITERACY	80% (4/5 pupils)	79% (65/82 pupils)		
	MATHS	100% (5/5 pupils)	82% (67/82 pupils)		

Headlines

At end of KS1 - 3 pupils made expected progress in reading, writing and maths, with one pupil making better than expected progress.

At end of Year 1 - 4 pupils made expected progress in reading and writing; 3 made expected progress in maths.

At the end of EYFS - 3 pupils achieved GLD. All pupils made expected progress in the prime areas of learning and maths. 4 pupils made expected progress in literacy, with 3 pupils making better than expected progress.

3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PPG)

A	A variety of learning needs
B	Some disadvantaged pupils have poor vocabulary and language skills, impacting access to the curriculum
C	Social and emotional needs

4. DESIRED OUTCOMES (and how they will be measured)		SUCCESS CRITERIA
A	<p>100% of PPG pupils in Year 1 will pass their phonics screening check</p> <p>Increased % of children achieving the expected standard in writing and maths by the end of Year 2</p> <p>Increased % of children achieving GLD by the end of EYFS</p> <p>100% of all pupils will make at least expected progress</p>	<p>Quality first teaching will ensure that children receive equal access to the curriculum.</p> <p>Children requiring additional support will be identified and appropriate interventions will be implemented to support their needs.</p> <p>Regular informal assessments occur to ensure children are achieving the expected standard.</p> <p>Children discussed in PPMs involving SLT and INCo to ensure the children's needs are being met.</p>
B	<p>All children will have improved vocabulary and communication skills which will be recognised through greater involvement in lessons and improved outcomes in learning and work. Progress will be evident in books.</p>	<p>All staff will attend Speech and Language training to develop confidence with how to support children with Speech and Communication Difficulties. These skills will be transferable to support the children identified within this group.</p> <p>Children will be supported through regular reading opportunities in school. Children will be introduced to new vocabulary through word of the week. Pre and post teaching of new topic related vocabulary will occur.</p>
C	<p>The emotional health and well-being of the children will be supported through internally trained staff under the guidance of the Mental Health and Wellbeing Lead.</p>	<p>Staff will undergo training to understand how to best support children with emotional needs within the setting. When appropriate a range of external agencies will be used to support children to develop self-soothing and coping strategies and to develop their resilience.</p>

Well-being assessments will take place and monitored half termly; interventions and support as appropriate.
Worry boxes available to the children in every class.

5. PLANNED EXPENDITURE

Academic year 2019-2020

QUALITY OF TEACHING FOR ALL & TARGETED SUPPORT

BARRIER A

Desired outcome	Action / approach	Rationale	How we will ensure it is implemented well?	Staff lead
100% of PPG pupils in Year 1 will pass their phonics screening check (100% of all pupils will make at least expected progress)	<p>A teaching assistant to support the pupils with targeted small group intervention in year 1</p> <p>RWI delivery in small groups supports Literacy learning</p> <p>Each child will receive a pack of phonics cards to use and practice with at home.</p> <p>Small workshop so parents are aware of how best to support their children at home</p> <p>1:1 intervention to parents as appropriate</p>	<p>Increased phonic knowledge supports all aspects of reading and writing.</p> <p>Raised attainment in reading and writing also promotes self-confidence.</p> <p>Evidence from results of prior year groups</p>	<ul style="list-style-type: none"> • Through monitoring the progress of PPG children closely at termly pupil progress meetings, and looking at their data. • Half termly phonic assessment • PPG lead to monitor interventions and regularly deliver interventions to assess progress 	<p>Teachers</p> <p>SLT during PPMs</p> <p>Inclusion Manager</p> <p>PPG Lead</p>

<p>Increased % of children achieving the expected standard in writing and maths by the end of Year 2</p> <p>Increased % of children achieving GLD by the end of EYFS</p> <p>(100% of all pupils will make at least expected progress)</p>	<p>A teaching assistant to support the pupils with targeted small group interventions across KS1 in both writing and maths</p> <p>Small maths resource pack for children to keep and use at home</p> <p>Small workshop so parents are aware of how best to support their children at home</p> <p>Learning together mornings focused to support writing and maths</p> <p>1:1 intervention to parents as appropriate</p> <p>Support with maths vocabulary to be shared with home</p> <p>Fluid and timely interventions in the EYFS</p> <p>Increased enrichment opportunities and time for the children to talk</p>	<p>Raised attainment in writing and maths promotes self-confidence.</p> <p>Evidence of attainment with prior year groups</p>	<ul style="list-style-type: none"> • Through monitoring the progress of PPG children closely at termly pupil progress meetings, and looking at their data. • PPG lead to monitor interventions and regularly deliver interventions to assess progress 	<p>Teachers</p> <p>SLT during PPMs</p> <p>Inclusion Manager</p> <p>PPG Lead</p>
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BARRIER B

All children will have improved vocabulary and communication skills recognised through greater involvement in lessons and improved outcomes in learning and work.

All staff will attend Speech and Language training to develop confidence with how to support children with Speech and Communication Difficulties

Small group support with the children identified within this group

Children will be supported through regular reading opportunities in school

Children will be introduced to new vocabulary through word of the week

Pre and post teaching of new topic related vocabulary will occur

Support for parents as appropriate by Reading Lead

Evidence of attainment with prior year groups

- Progress will be evident in books and Independent Write with increased variety of vocabulary
- Progress evident in Speaking and listening assessment

Teachers
SLT during PPMs
Inclusion Manager
PPG Lead

BARRIER C

<p>The emotional health and well-being of the children will be supported through internally trained staff under the guidance of the Mental Health and Wellbeing Lead.</p>	<p>Staff will undergo training to understand how to best support children with emotional needs within the setting</p> <p>When appropriate a range of external agencies will be used to support children to develop self-soothing and coping strategies and resilience</p> <p>Well-being assessments will take place and monitored half termly; interventions and support as appropriate</p> <p>Worry boxes available to the children in every class</p> <p>Access to a Family Support Worker as appropriate</p>	<p>Evidence of attainment with prior year groups</p>	<ul style="list-style-type: none"> Monitoring of Well-Being assessments and interventions as appropriate 	<p>Teachers</p> <p>SLT during PPMs</p> <p>Inclusion Manager</p> <p>PPG Lead</p>
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OTHER APPROACHES

Desired outcome	Action / approach	Rationale	How we will ensure it is implemented well?	Staff lead
<p>To improve the tracking and monitoring of PPG pupil interventions and progress</p>	<p>Appoint a lead PPG role for weekly monitoring and liaison</p> <p>PPG lead to liaise with parents as appropriate</p> <p>PPG lead to monitor interventions and progress of pupils</p> <p>PPG lead to take intervention groups to assess progress and assess next step targets</p>		<ul style="list-style-type: none"> Through monitoring the progress of PPG children closely at termly pupil progress meetings, and looking at their data. Through looking at children's books and during lesson observations to ensure children are understanding concepts covered. 	<p>PPG Lead</p> <p>Teachers</p> <p>SLT during PPMs</p> <p>Inclusion Manager</p>

	<p>Release time for InCo to support teaching assistants with interventions</p> <p>Closer liaison with external professionals supporting the child, child focused learning developed within class. Monitoring of provision to ensure support is appropriate</p>			
<p>To ensure pupils have access to a broad and balanced curriculum</p>	<p>Subsidised trips, activities within school</p> <p>Enable children to attend a free School Club of their choice</p> <p>One new book for each child at the School Book Fair</p>	<p>To provide learning opportunities which are beyond the reach of families</p>	<ul style="list-style-type: none"> • Monitored club attendance • Encourage take up of clubs 	<p>PPG Lead Admin team</p>
<p>To support families</p>	<p>A new item of school uniform for each child</p> <p>Milk for children who request it</p>		<ul style="list-style-type: none"> • Monitor take up 	

PLANNED EXPENDITURE		
STAFFING COSTS % Of Teaching Assistant hours (£9,000) % of INCo hours (£2,327) 3 hours per week PPG lead (£4,013)	Approximate budgeted staffing costs	£15,340
TRAINING External courses, training and conferences run by professionals (£1250) Advisory visits to train and support staff (£1000)	Approximate budgeted training costs	£2,250
RESOURCES A book for each PPG child at the book fair (£100) 50% reduction in school trips (£250) Free termly extra-curricular club (£1,300) Read, Write Inc phonic cards (£150) Maths resource pack (£200) Milk (£650) Uniform (£100)	Approximate budgeted resourcing costs	£2,750
	Approximate budgeted spend	£20,340