

St Thomas of Canterbury CEVA Infant School



Pupil Premium Strategy Statement September 2017

1. Summary information					
School	St Thomas of Canterbury Infant School				
Academic Year	2017-18	Total PP budget (Financial Year April 2017-March 2018)	£27,720	Date of most recent school PP Review	July 2017
Total number of pupils	225	Number of pupils eligible for PP (as at September 2017)	19	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% reaching a Good Level of development at the end of the Foundation Stage	66	74
% achieving expected standard in Year 1 Phonics check	57	88.6
% achieving at least expected at the end of KS1 in reading	75	87
% achieving at least expected at the end of KS1 in writing	63	81
% achieving at least expected at the end of KS1 in maths	75	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor Communication and Language skills on entry impact the learning of children eligible for PP funding.
B.	Year 1 – below expected phonics skills resulting in fewer children meeting the phonic screen pass rate, compared with pupils not eligible for PP funding.
C.	We have a significant number of children eligible for PP funding who are also on the SEN register
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Numbers of KS1 PP children having attendance rates below 96.5%
E.	Low levels of learning support at home impacting children's achievement.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improve the level of language and communication skills for children who are eligible for PP funding in both EYFS and KS1.	<p>Children eligible for PP funding make increased progress in the EYFS and throughout KS1 so that all pupils eligible for PP meet age related expectations for C&L/speaking & listening.</p> <p>Children are able to answer a range of questions to demonstrate their understanding and use questioning to clarify meaning and understanding. They express themselves clearly and effectively in grammatically accurate sentences, using correct tenses and pronouns.</p>
B.	Improve phonic knowledge for year 1 children who are eligible for the PP funding and as a result an increased % of children meeting the expected standard as well as a positive impact on writing within the classroom.	<p>There is an increased % of children eligible for pupil premium funding who pass the year 1 phonics screening.</p> <p>PP children maintain progress with the majority achieving expected year 1 level in writing.</p>
C.	Data analysis shows a higher rate of children eligible for PP achieving at least expected at the end of KS1 with PP children achieving GDS in maths.	Data shows that at the end of KS1 children eligible for the PP funding are making good progress and that the gap is closing for PP children.
D.	Improve the attendance rates for children eligible for PP funding.	<p>Attendance rates for children eligible for PP improve with an increased number of pupils' attendance reaching 90%+.</p> <p>Parents engage with the school and recognise the importance of attendance on progress.</p>
E.	Increase learning support at home for targeted children by increasing parental skills and understanding related to ways they can support their child's learning at home.	<p>Parents of PP children engage with home learning more, completing at least one home learning activity per week</p> <p>Parents report increased confidence in supporting their children with their learning at home.</p> <p>Children eligible for PP funding regularly read at home, complete weekly homework and play maths games.</p>

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
<p>Improve the level of language and communication skills for children who are eligible for PP funding in both EYFS and KS1.</p>	<ul style="list-style-type: none"> • Model good language and communication skills • Orally rehearse what they want to say/write • Speech and Language referrals for children eligible for PP funding where appropriate • Identify gaps in language and communication skills. 	<p>As language and communication is an area of need for our PP children, it is vital that this is addressed as better the early language skills have been shown as the key to success later on: Essex toolkit.</p> <p>Identifying and tracking skills and progress will allow us to plan for interventions and suitable support.</p>	<p>Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings</p>	<p>PP Lead EYFS lead KS1 lead SENCO</p>	<p>Half termly target reviews and updates</p>
<p>Improve phonic knowledge for year 1 children who are eligible for the PP funding and as a result an increased % of children pass the Phonics Screening Check as well as a positive impact on writing within the classroom.</p>	<ul style="list-style-type: none"> • Well planned and differentiated letters and sounds sessions • Groups to meet needs of individual learners • Termly assessments and tracking of progress • Letters and Sounds sessions to support parents. • Daily Letters and Sounds sessions 	<p>Phonics skills are essential for developing both reading and writing skills. Using differentiated and targeted groups will ensure that all children have activities and lessons to address their ability and needs-the curriculum can be built to support significant gaps in individual learning. Evidence based interventions are the best way to tackle gaps and areas for further development. Essex Toolkit.</p>	<p>Individual plans created for each child Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings</p>	<p>PP lead Phonic Lead Class teachers</p>	<p>Half termly target reviews and updates</p>

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?
Improve the level of language and communication skills for children who are eligible for PP funding in both EYFS and KS1.	<ul style="list-style-type: none"> PP children identified and targeted for additional support Language and communication groups to develop spoken language and understanding Daily reading and discussion of the stories and books read Individual speech and language support where appropriate 	Identifying and tracking skills and progress will allow us to plan for interventions and suitable support to meet individual needs. Early identification and intervention will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key areas. Essex Toolkit.	Individual targets created for each child Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings	PP lead EYFS and KS1 Lead	Half termly target reviews and updates
Improve phonic knowledge for year 1 children who are eligible for the PP funding and as a result an increased % of children pass the Phonics Screening Check as well as a positive impact on writing within the classroom.	<ul style="list-style-type: none"> PP children identified and targeted for additional support Daily individual precision monitoring and spelling tasks based on individual needs Resources/activities supplied to parents to practise skills at home Interventions in place to support gaps in learning based on tracking and progress. 	Some of the children eligible for PP funding are in need of targeted support to catch up. LSA and CT led sessions in small groups or 1:1 as appropriate will address and support individual needs. The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially paired or small group additional teaching, improving feedback between teachers and pupils and one-to-one tuition. (Supporting the attainment of disadvantaged pupils: articulating success and good practice)	Individual plans created for each child Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings Assessment of phase 5/nonsense reading and relevant tracking.	PP and Phonic Lead Class teachers	Half termly target reviews and updates
Increased rate of children eligible for PP achieving at least expected at the end of KS1 with PP children achieving GDS in maths.	<ul style="list-style-type: none"> PP children identified and targeted for additional support Interventions in place to meet individual needs and requirements. Routine tracking and assessment 	We want to provide extra support to ensure that all children eligible for PP make at least expected progress with an increased number making GDS specially within maths. Small group interventions with qualified staff have been shown to be effective, as discussed in Supporting the attainment of disadvantaged pupils: articulating success and good practice. Routine tracking and assessment will ensure that interventions are valuable and match the needs of all learners.	Individual plans created for each child Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings Termly assessments to CLE for all children-identifying gaps and progress	PP lead KS1	Half termly target reviews and updates

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?
Improve the attendance rates for children eligible for PP funding.	<ul style="list-style-type: none"> • Close monitoring of attendance and absence • Quick response and follow up for absentees • Letters sent home for low attendance • Support in place • Links made with Social Care and other agencies linked to the family 	<p>If we can raise the attendance of those PP children who are falling below 96% then this is a key step in improving progress and attainment. The NfER briefing for school leaders identifies addressing attendance as a key step in improving attainment.</p> <p>Early response and intervention will allow absences to be addressed quickly.</p>	Governors monitor attendance termly Letters sent home routinely to families where attendance is below % Families with Social Care input will be closely monitored- CP and CIN meetings.	PP Head	Half termly- attendance review termly
Increase learning support at home for targeted children by increasing parental skills and understanding related to ways they can support their child's learning at home.	<ul style="list-style-type: none"> • Meetings and conversations with CTT, PP lead, SENCO • Modelling support that can be employed at home • Actively encouraging parents of PP children to attend workshops, curriculum and Year Group Meetings 	The Essex toolkit identifies that a whole school approach is needed and where parents are engaged and empowered this is an approach to improving the outcomes for disadvantaged children.	Parents Evenings, informal meetings with parents SEN meetings reviews	PP lead Class teachers	Half termly
Ensure that children can take part in all aspects of school life	<ul style="list-style-type: none"> • PP funding to pay for school trips, after school clubs etc for children eligible for PP funding. • Providing school uniform, book bags, PE kits for children where necessary • Provision of gym trail (matched funding with Sports Premium) to support fine and gross motor skills 	The children have access to exciting learning experiences along with all the other children. They will be involved and more motivated to learn. The Essex toolkit identifies that where funding is spent at the point of need, rather than at the point of external accountability then provision is most successful. Disadvantaged pupils have access to support across all aspects of the school day (Essex Toolkit)	Informal parents meetings Review Half termly reviews	PP Lead Headteacher	Half termly
Total budgeted cost					£27,720