

# St Thomas of Canterbury CEVA Infant School



## Pupil premium strategy statement September 2018

1. Summary information					
<b>School</b>	St Thomas of Canterbury CEVA Infant School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget (Financial Year April 2018-March 2019)</b>	£23,760	<b>Date of most recent school PP Review</b>	July 2018
<b>Total number of pupils</b>	225	<b>Number of pupils eligible for PP</b>	18 as at July 2018	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% reaching a Good Level of development at the end of the Foundation Stage</b>	<b>60%</b>	80%
<b>% achieving expected standard in Year 1 Phonics check</b>	<b>86%</b>	88%
<b>% achieving at least expected at the end of KS1 in reading</b>	<b>67%</b>	84%
<b>% achieving at least expected at the end of KS1 in writing</b>	<b>67%</b>	72%
<b>% achieving at least expected at the end of KS1 in maths</b>	<b>67%</b>	86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor overall concentration and focus
<b>B.</b>	Poor listening and memory skills impact on the retention of facts and recall of information.
<b>C.</b>	Children within Year 1 struggle with planning and writing coherent sentences.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Number of KS1 PP children having attendance rates below 96.5%
<b>E.</b>	Low levels of learning support at home impacting on children's achievement.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	To improve the overall concentration and focus of children who are eligible for PP funding in both EYFS and KS1	<p>Children eligible for PP funding have increased concentration and focus across all areas of the curriculum.</p> <p>Children are remaining focussed for longer and therefore better able to demonstrate their knowledge and understanding.</p> <p>Children make progress in line with non-disadvantaged children and many make age related expectation.</p>
<b>B.</b>	Assessment and observations show an increase in the retention of facts and recall of information for children eligible for PP funding through increased listening and memory skills	<p>Children eligible for PP funding have increased listening skills across all areas of the curriculum.</p> <p>Children eligible for PP funding are able to retain more facts and are recalling more information across the curriculum.</p> <p>Majority of PP eligible children meet age related expectations in KS1 and EYFS.</p>
<b>C.</b>	Improved literacy skills for children with them confidently planning and writing in coherent sentences.	<p>There is an increased % of children eligible for PP funding who meet age related expectation for writing.</p> <p>PP eligible children maintain progress and achieve end of year and key stage expectations.</p> <p>Data shows that PP children are making good progress and that the gap is closing.</p>
<b>D.</b>	Improved attendance rates for children eligible for PP funding (increase number of children with attendance at or above 96.5%)	<p>Attendance rates for children eligible for PP improve with an increased number of pupils' attendance reaching 96.5%+</p> <p>Parents engage with the school and recognise the importance of attendance on progress.</p>
<b>E.</b>	Improved parental involvement for children eligible for PP funding improves with the parents feeling more confident to 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

2018/19

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?
To improve the overall concentration and focus of children who are eligible for PP funding in both EYFS and KS1	<ul style="list-style-type: none"> <li>Identify key areas of interest to increase interest and participation.</li> <li>Timed tasks and activities - intervals within lessons</li> <li>Short focussed tasks and activities</li> <li>Include suitable brain breaks when appropriate and required</li> <li>Create a daily mindfulness routine to help focus</li> <li>Independent tasks following a targeted task.</li> </ul>	<p>Feedback from PP LSA and classteachers along with ongoing assessment reflect a lack of concentration and focus within lessons and this is impacting on attainment and progress.</p> <p>Children's concentration span varies based on age and this needs to be taken into consideration when planning tasks and activities.</p> <p>Brain breaks allow the children to refocus on a task and can be a fun part of the daily routine (teachstarter.com).</p>	<p>PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Monitored by CT, PP Lead and HT</p> <p>CPD for staff around developing and maintaining focus and concentration within lessons</p>	PP Lead EYFS Lead KS1 Lead SENCO	Half termly target reviews and updates
Assessment and observations show an increase in the retention of facts and recall of information for children eligible for PP funding through increased listening and memory skills	<ul style="list-style-type: none"> <li>Memory and listening games as class activities, retelling stories, nursery rhymes, followed up in small group work</li> <li>Daily phonics and spelling</li> <li>Maths facts in lessons</li> <li>Maths challenge activities as homework</li> </ul>	<p>Feedback from PP LSA and class teachers along with ongoing assessment reflect a lack of retention of sight words, maths facts, progression through Maths challenges, spelling scores.</p> <p>We want to develop memory and retention for all children, and know this will benefit pupils eligible for PP funding.</p> <p>Evidence based interventions are the best way to tackle gaps and areas for further development (Essex Toolkit).</p>	<p>HT and DT monitor daily &amp; weekly planning</p> <p>Lesson observations</p> <p>Pupil Progress meetings</p> <p>Tracking and monitoring progress and attainment</p>	PP Lead and PP LSAs Maths and spelling Leads Class teachers	Half termly target reviews and updates

Improved literacy skills for children with them confidently planning and writing in coherent sentences.	<ul style="list-style-type: none"> <li>• PP Lead to attend training for writing and spelling</li> <li>• PP Lead to hold CPD for all teaching staff around writing</li> <li>• Use the plan, say, write, check method for planning and writing</li> <li>• Daily targeted sentence work for children requiring support with writing coherent sentences (1:1) and in small groups</li> <li>• Read back own work to check for sense and coherence.</li> </ul>	<p>Evidence based interventions are the best way to tackle gaps and areas for further development (Essex Toolkit).</p> <p>Feedback from PP LSA and classteachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning</p> <p>HT and DT monitor daily &amp; weekly planning</p> <p>Lesson observations</p> <p>Pupil Progress meetings</p> <p>Tracking and monitoring progress and attainment</p>	PP lead English lead HT and SENCO	Half termly target reviews and updates
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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?
To improve the overall concentration and focus of children who are eligible for PP funding in both EYFS and KS1	<ul style="list-style-type: none"> <li>• PP children identified and targeted for additional support with concentration and focus</li> <li>• Short timed activities</li> <li>• Mindfulness sessions on a 1:1 or in a small group</li> <li>• Support for tasks to encourage concentration, provide brain breaks etc.</li> </ul>	<p>Evidence based interventions are the best way to tackle gaps and areas for further development (Essex Toolkit).</p> <p>Feedback from PP LSA and classteachers along with ongoing assessment reflect a lack of concentration and focus within lessons and this is impacting on attainment and progress.</p> <p>Children's concentration span varies based on age and this needs to be taken into consideration when planning tasks and activities.</p> <p>Brain breaks allow the children to refocus on a task and can be a fun part of the daily routine (teachstarter.com).</p>	<p>Individual plans created for each child</p> <p>Records kept following each intervention</p> <p>PP children noted on planning to reflect classroom targeted support</p> <p>Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Assessment of progress</p>	PP Lead PP LSA CT SENCO	Half termly target reviews and updates

Assessment and observations show an increase in the retention of facts and recall of information for children eligible for PP funding through increased listening and memory skills	<ul style="list-style-type: none"> <li>PP children identified and targeted for memory games and listening games</li> <li>1:1 phonics and spelling task activities: LCWC and precision monitoring</li> <li>Maths facts practice: 1:1 and small groups</li> <li>Maths and spelling challenge activities as homework</li> </ul>	<p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills (Essex toolkit).</p> <p>Feedback from PP LSA and classteachers along with ongoing assessment reflect a lack of retention of sight words, maths facts, progression through Maths challenges, spelling scores.</p>	<p>Individual plans created for each child</p> <p>Records kept following each intervention</p> <p>PP children noted on planning to reflect classroom targeted support</p> <p>Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Assessment of phase 5/nonsense reading, recall of number facts and relevant tracking.</p>	PP Lead PP LSA	Half termly target reviews and updates
Improved literacy skills for children with them confidently planning and writing in coherent sentences.	<ul style="list-style-type: none"> <li>PP children identified and targeted for additional support with literacy</li> <li>Daily sentence work: planning and modelling</li> <li>Focused PP support for using the plan, say, write, check method for planning and writing short and coherent sentences.</li> <li>Regular monitoring and assessment to track progress.</li> </ul>	<p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills (Essex toolkit).</p> <p>Feedback from PP LSA and classteachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Individual plans created for each child</p> <p>Records kept following each intervention</p> <p>PP children noted on planning to reflect classroom targeted support</p> <p>Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Assessment of writing and progress made</p>	PP Lead PP LSA CT	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"> <li>Close monitoring of attendance and absence</li> <li>Quick response and follow up for absentees</li> <li>Letters sent home for low attendance</li> <li>Support in place</li> </ul>	<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>	<p>Governors monitor attendance termly</p> <p>Letters sent home routinely to families where attendance is causing concern and is sustained</p> <p>Families with Social Care input will be closely monitored - CP and CIN meetings.</p>	PP Lead Head	Half termly-attendance review

	<ul style="list-style-type: none"> <li>Links made with Social Care and other agencies linked to the family</li> </ul>				
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"> <li>Meetings and conversations with CT, PP lead, SENCO</li> <li>Modelling support that can be employed at home</li> <li>Actively encouraging parents of PP children to attend workshops, curriculum and Year Group Meetings</li> </ul>	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.	<p>Parents Evenings</p> <p>informal meetings with parents</p> <p>SEN meetings</p> <p>reviews</p>	PP Lead Class teachers	Half termly
Ensure that all children can take part in all aspects of school life	<ul style="list-style-type: none"> <li>PP funding to pay for school trips, after school clubs for children eligible for PP funding</li> <li>Providing school uniform, book bags, PE equipment for children where necessary</li> <li>Provision for Gym Trail (matched funding with Sports Premium) to support fine and gross motor skills</li> </ul>	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).	<p>Informal parents meetings</p> <p>Review</p> <p>Half termly reviews</p>	PP Lead Headteacher	Half termly
Ensuring that children are engaged and prepared for learning	<ul style="list-style-type: none"> <li>Making appropriate referrals to Kids Inspire</li> <li>Referrals to Brentwood Community Hospital</li> </ul>	<p>There are numerous success criteria that are useful in tackling educational disadvantage: Improved disposition to learning, better attendance, better behaviour for learning, pupil voice, parental voice (Essex Toolkit).</p> <p>Disadvantaged pupils should have access to support across all aspects of the school day (Essex Toolkit).</p> <p>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.</p>	<p>School records</p> <p>Referral forms</p> <p>Discussion with SENCO and HT</p>	Headteacher SENCO	Ongoing

	Total budgeted cost £23,760
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For the review of expenditure 2017-18 see separate plan.