



Pupil Premium Strategy 2018 - 2019



College Park Infant School's Pupil Premium Strategy 2018-19			
Executive Headteacher	Mrs Debbie Anderson	Signature	
Head of School	Mrs Jan Lathem	Signature	
Chair of Governors	Mr Hugh Whitaker	Signature	

Pupil Premium Profile 2018-19			
Number of eligible pupils	53	Number on roll	360
Proportion of pupil population	15%	Date of most recent PP review	Not applicable
Total pupil premium budget	£79,380	Date of next internal review	February 2019

Executive summary

Overall aims / Desired outcomes

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To address the main barriers to learning faced by our disadvantaged pupils.
- To increase the life experiences of our disadvantaged pupils.
- To help parents to support their child effectively, particularly in cases of low confidence on the part of parents.

Main barriers faced by eligible pupils:

- Use of spoken language and limited range of vocabulary;
- Special Educational Needs and Disabilities;
- Lack of experience and exposure to books and other forms of literature;
- Lack of wide life experiences restricts vocabulary and understanding;
- Children's confidence in their own ability and closed mindset to challenge, aspiration and achievement;
- Emotional stability and welfare;
- Breadth and opportunity of life experiences which impact on learning;
- Parental confidence, their own level of formal education and experience of school.

What is working well:

- Where provision and interventions are carefully matched to pupil – their starting points, next steps, preferred approaches/learning styles, parental support, etc.
- A balanced approach to use of Quality First Teaching and high quality support and interventions delivered by support staff.
- Support that skilfully encourages a pupil's independence and increasingly less reliance on adult support over time.
- Regular reviews of interventions and their impact so that approaches can be adapted to meet a pupil's needs at any given time.
- An approach that takes into account the whole child, and most especially their emotional health and wellbeing, so that they are able to fully access learning opportunities.
- Clear communication with parents so that they are both able to support their child at home, and celebrate their successes with them.
- Specialist teachers working closely with other staff in order to upskill and build capacity and expertise further.

2017-18 results	All pupils		Disadvantaged pupils		
	CPIS	National*	CPIS	National* disadvantaged	National* all pupils
EYFS Good Level of Development	82%	72%	63%		72%
Year 1 Phonics Screening Check	92%	82%	90%	70%	83%
KS1 Reading EXS+	81%	75%	74%	60%	76%
KS1 Writing EXS+	78%	70%	58%	53%	70%
KS1 Maths EXS+	88%	76%	90%	61%	76%

* Provisional data

Action plan

Approach	Outcomes and success criteria	Owner	Milestones	Impact & evidence	Review date	Total cost
<p>A fully qualified teacher and Reading Recovery specialist delivering:</p> <ul style="list-style-type: none"> • Targeted support programmes in Yr 2 • Expert assessment & analysis of pupils to provide recommendations to staff for strategies, interventions & approaches. • High quality CPD for staff on the teaching of reading. 	<ul style="list-style-type: none"> • Gap in attainment between Disadvantaged pupils and non-disadvantaged remains within 10% at end of KS1 & Year 1 Phonics. • Gap in attainment narrows to within 10% at GLD and at KS1 Writing. • Quality of Teaching and Learning no less than good. 	<p>SENCo Head of School Year 2 Leaders</p>	<p>Progress updates each half-term show narrowing gaps.</p>	<ul style="list-style-type: none"> • All 10 disadvantaged children working directly with specialist teacher achieved expected standard in Reading. • Working within Guided Reading allowed classteachers to teach in smaller more focused groups. • Detailed assessment supported teachers to meet the specific needs of individuals. 	<p>Half-termly</p>	<p>£50,160</p>
<p>An Emotional Literacy Support Assistant to support emotional development in order to maximise learning readiness and engagement.</p>	<ul style="list-style-type: none"> • Positive feedback received from pupils, parents & staff. 	<p>SENCo Head of school</p>	<p>Feedback gathered termly from staff and pupils and annually from parents.</p>	<ul style="list-style-type: none"> • 9 disadvantaged children have worked with our ELSA for varying barriers to learning incl. self-esteem, friendships, anger management, bereavement etc). All feedback from classteachers is highly positive and comment on improved confidence, 	<p>Termly</p>	<p>£15,769</p>

	<ul style="list-style-type: none"> • 			<ul style="list-style-type: none"> • calming down strategies, independence, regulation of emotions, improved relationships. 		
Financial support to enable educational visits including the Yr 2 residential trip	<ul style="list-style-type: none"> • Take up of disadvantaged pupils on the Year 2 residential is equal to or better than non-disadvantaged pupils. 	Head of School School Business Manager	Initial take up monitored at October half-term.	17/25 (68%) disadvantaged children attended compared to 69/95 (72%)	October half-term	£720
Intervention programmes to accelerate progress e.g. Catch-Up, Precision Teaching, Better Reading, FFT Wave 3	<ul style="list-style-type: none"> • Pupils receiving intervention programmes make better than expected progress from their starting points. 	SENCo LSAs Head of School	Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.	18/25 children made better than expected progress from their starting points in reading and writing.	Half-termly	£6,200
Opportunities for extension and enrichment e.g. to attend musical performances, participate in school-based Young Explorers' Club, attend local events, after school clubs.	<ul style="list-style-type: none"> • Increased take up of extension and enrichment activities by disadvantaged pupils. • Positive feedback from pupils and parents. 	SLT including year leaders	Monitor and review attendance of events termly to ensure disadvantaged pupils are given priority.	Disadvantaged pupils were selected to widen their life experiences – Bright Sparks event, - D day celebrations. They attended events that they would not usually access.	Termly	£450
Targeted small group or 1 to 1 in class support for English/Literacy or Maths	<ul style="list-style-type: none"> • Percentages of pupils achieving the expected standard increase on 2018 and are above national averages. • Attainment gap in writing to below narrows to within 10%. 	SENCo Class teachers	Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.	At KS1 the percentage of children achieving the expected standard has increased on 2018 in all 3 subjects and has increased by 35% in R, W M combined and remain in line or above national averages for all	Half-termly	£6,200

<p>Training for teachers and learning support staff in particular programmes & to develop particular skills to support accelerated achievement for pupils</p>	<ul style="list-style-type: none"> • Staff report improved levels of confidence & knowledge. • Greater percentage of pupils achieve the expected standard. • Progress for pupils is more rapid due to well-matched approaches. 	<p>SENCo Reading Recovery teacher</p>	<p>Termly appraisal meetings review staff confidence, knowledge & skills.</p>	<p>Despite low starting points (only 4/25 and 0/25 children in reading and writing respectively were at expected standard on entry to Year R) 18/25 made better than expected progress by the end of KS1.</p>	<p>Termly</p>	<p>£1,100</p>
Pupil premium expenditure:						<p>£80,599</p>