



Pupil Premium Strategy 2019 - 2020



College Park Infant School's Pupil Premium Strategy 2019-20			
Executive Headteacher	Mrs Debbie Anderson	Signature	<i>Debbie Anderson</i>
Head of School	Mrs Jan Lathem	Signature	<i>Jan Lathem</i>
Chair of Governors	Mr Hugh Whitaker	Signature	<i>Hugh Whittaker</i>

Pupil Premium Profile 2018-19			
Number of eligible pupils	61	Number on roll	358
Proportion of pupil population	17%	Date of most recent PP review	Not applicable
Total pupil premium budget	£80,820	Date of next internal review	February 2020

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.

2018-19 results	All pupils		Disadvantaged pupils		
	CPIS	National*	CPIS	National* disadvantaged	National* all other pupils
EYFS Good Level of Development	82%	72%	63%		72%
Year 1 Phonics Screening Check	85%	83%	70%	70%	84%
KS1 Reading EXS+	82%	76%	84%	60%	78%
KS1 Writing EXS+	81%	73%	80%	53%	73%
KS1 Maths EXS+	85%	76%	76%	61%	79%

* 2018 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 (0.5 FTE) 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>	<p>Statutory assessments were cancelled in 2020 due to the Covid-19 pandemic. Teacher feedback is highly positive about the impact of the expert advice and support provided to them by this teacher.</p> <p>She led Reading training in PDMs for the teachers in how to structure guided reading sessions, how to support children with particular needs and ideas for resources that support the children's progress with reading, language development, sentence structure, etc.</p> <p><i>"With the guidance of a specialist teacher of reading, teachers continually focus on extending pupils' vocabulary and comprehension skills."</i></p> <p><i>"The specialist teacher of reading plays a pivotal role in supporting pupils who find significant difficulties in learning to read. She has developed individualised assessments which pinpoint what pupils find most problematic"</i></p> <p><i>(Challenge Partners review Jan 2020)</i></p>	Half-termly	£26,438
<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>	<p>8 children supported by ELSA (including time to talk every morning, anger management, lego therapy, friendships, personal space, family dynamics, understanding emotions). Highly positive feedback from parents and staff. Noticeable difference seen both in relationships with others, readiness to learn and engagement with school.</p> <p>During partial opening due to Covid-19 pandemic, our ELSA supported our SENCo with family liaison supporting parents and children experiencing difficulties due to the closure.</p>	Termly	£17,178

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.	60% of Pupil Premium children (12 children) went on the residential trip. One other children pulled out at the last minute and some of our PPG children were joiners to the year group and were not able to attend as the trip was fully subscribed.	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.	Year 2 Reading interventions – majority of children made expected progress and on making better than expected. Bug Club was used during lockdown to ensure that all children were able to access books matched to their current reading bands. Writing – Assessments showed that children were all making progress for their starting points up until the point of lockdown. Teachers reported on increased confidence and Independence prior to March	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.	Tennis coaching during lockdown provided opportunities to learn a different sport with the activities carefully structured to meet the varied needs of the children by a qualified professional coach. Children in receipt of the Pupil Premium Grant were prioritised for the 'Bright Sparks Day' at Portsmouth Grammar School. This gives them the opportunity to widen their experiences working with different teachers, children from other schools and a range of resources that are not available at our school.	Termly	£450
Additional Learning Support Assistants to deliver targeted small group or 1 to 1 in class support, particularly for English/Literacy or Maths (including emotional/social barriers to learning).	<ul style="list-style-type: none"> Percentages of pupils achieving the expected standard increase on 2017 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.	Statutory assessments were cancelled this year due to the Covid-19 pandemic. However detailed tracking of children indicates that the children were on track to make at least good progress from their starting points.	Half-termly	£32,425

<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>Restorative practice training for all staff has enabled staff to support children to manage conflict in a positive way. This has not only impacted on the children's social and emotional development (emotions, friendships, communication, etc) but also in readiness for learning, greater focus and improved attitudes. Training was led by English Manager and Specialist Reading teacher led to greater consistency in Guided Reading sessions, more detailed assessment enabling better targeted planning and delivery, and greater quality of provision within the class.</p>	<p>Termly</p>	<p>£1,500</p>
Pupil premium expenditure:						<p>£84,911</p>