



Pupil Premium Strategy 2019 - 2020



College Park Infant School's Pupil Premium Strategy 2019-20			
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	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</p> <p>Head of School</p> <p>Year 2 Leaders</p>	<p>Progress updates each half-term show narrowing gaps.</p>		<p>Half-termly</p>	<p>£26,438</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</p> <p>Head of school</p>	<p>Feedback gathered termly from staff and pupils and annually from parents.</p>		<p>Termly</p>	<p>£17,178</p>
<p>Financial support to enable educational visits including the Yr 2 residential trip</p>	<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. 	<p>Head of School</p> <p>School Business Manager</p>	<p>Initial take up monitored at October half-term.</p>		<p>October half-term</p>	<p>£720</p>
<p>Intervention programmes to accelerate progress e.g. Catch-Up, Precision Teaching, Better Reading, FFT Wave 3</p>	<ul style="list-style-type: none"> • Pupils receiving intervention programmes make better than expected progress from their starting points. 	<p>SENCo</p> <p>LSAs</p> <p>Head of School</p>	<p>Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.</p>		<p>Half-termly</p>	<p>£6,200</p>

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		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 Classteachers	Half-termly Pupil Progress Meetings to review impact of intervention programmes and review provision.		Half-termly	£32,425
Training for teachers and learning support staff in particular programmes & to develop particular skills to support accelerated achievement for pupils	<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. 	SENCo Reading Recovery teacher	Termly appraisal meetings review staff confidence, knowledge & skills.		Termly	£1,500
Pupil premium expenditure:						£84,911