


Pupil premium strategy statement

1. Summary information					
School	Catherine Infant School				
Academic Year	2019-20	Total PP budget	£56,760	Date of most recent PP Review	n/a
Total number of pupils	403	Number of PP Pupils	43	Date for next internal review of this strategy	Termly

2. Current attainment (2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	75%	
% achieving Year 1 Phonics Screening Check	92%	84%
% achieving expected standard in KS1 Reading	92%	78%
% achieving expected standard in KS1 Writing	79%	73%
% achieving expected standard in KS1 Mathematics	88%	79%
% achieving greater depth in KS1 Reading	33%	28%
% achieving greater depth in KS1 Writing	29%	17%
% achieving greater depth in KS1 Mathematics	29%	24%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils enter school with very low baseline (Operational V Chronological) in all areas: Current Year 2 (F1 -2016) – 18 months behind. Current Year 1 (F1-2017) – 19 months behind. Current Reception (F1- 2018) – 17 months behind.
B.	% of EAL pupils in school is significantly higher than the national average. Over 30 languages spoken at our school.
C.	The number of new to the country pupils is rising year on year.
D.	Pupils enter school with very little low oral language and literacy skills. This can slow progress across the curriculum.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Attendance (95.6% in 2018/19) is below national expectation (96.1%) for all pupils and pupils eligible for PP. Families in the community regularly take their pupils to India during certain periods of the year. This reduces their school hours and causes them to fall behind on average.
F.	Parental involvement in their child's learning at home is limited due to poor understanding of the English language
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	Sustain the percentage of pupils achieving the expected standard or above in Reading, for disadvantaged pupils in KS1 2020.
B.	Majority of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check in 2020
C.	% of GLD for PP pupils in 2020, in line with non PP pupils
D.	Increased attendance rates for pupils eligible for PP.
Success criteria	
	Pupils eligible for PP in Years 1 and 2 make rapid progress by the end of the year so that the number of pupils meeting age related expectations (ARE) is in line or above non-PP pupils.
	95% or above in 2020.
	75% or above GLD in 2020.
	Overall PP attendance is consistently 96.1% in line with whole school attendance objectives.

5. Planned expenditure					
Academic year		2019-20			
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?
<p>A. Sustain the percentage of pupils achieving the expected standard or above in Reading, for disadvantaged pupils in KS1 2020.</p> <p>B. Majority of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check in 2020</p> <p>C. % of GLD for PP pupils in 2020, in line with non PP pupils.</p>	<p>Shared Reading</p> <p>Whole school comprehension strategies</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>  <p>EEF: Low cost, high impact</p>	<p>School Improvement Priority Area 2.2: Reading</p> <p>Develop the structure of shared reading lessons so staff include well tested methods to teach reading strategies and develop comprehension</p> <ul style="list-style-type: none"> • Introduce a specific structure for all staff to plan and deliver shared reading • Timetables to include weekly shared reading lessons • Review whole school reading approaches so pupils can name and apply the strategies for comprehension e.g. re-read, cross check etc • Give new teachers and NQTs specific support 	<p>Ruth Fitton Mitesh Madhaw</p>	<p>New structure- Aut 19</p> <p>Aut 2</p> <p>Spr 2</p> <p>Termly</p>
Total budgeted cost					£2000

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?
<p>A. Sustain the percentage of pupils achieving the expected standard or above in Reading, for disadvantaged pupils in KS1 2020.</p> <p>B. Majority of disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check in 2020</p> <p>C. % of GLD for PP pupils in 2020, in line with non PP pupils.</p>	<p>Nessy BRWP Intervention led by every class TA 1:1 Reading intervention led by a qualified teacher Language Groups</p>	<p>Pupils require targeted support to catch up with their peers. These programmes have been proven to be effective with not only our school but within other schools nationally. All the interventions are research based (What works for pupils and young people with literacy difficulties? By Greg Brooks).</p>	<p>Whole school provision map Individual timetables for every intervention in the school Pre & post assessments Deputy and Reading Leader monitor data and interventions every learning cycle.</p>	<p>Mitesh Madhaw Ruth Fitton</p>	<p>Half-termly</p>
Total budgeted cost					£44,760
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?
<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>Part time attendance officer to monitor pupils and follow up quickly on absences.</p>	<p>We can't improve attainment for pupils if they aren't actually attending school. Supporting the attainment of disadvantaged pupils – Briefing for school leader (DFE 2015) identifies addressing attendance as a key step.</p>	<p>Daily monitoring of absences and punctuality across the school Prompt response to absences Meeting with parents of pupils with persistent absences Close work with the school Education and Welfare Officer Working closely with Headteacher to respond to term time holiday requests.</p>	<p>Jordan Taylor Jill Harrold Mike Albut (Governor)</p>	<p>Termly attendance reports</p>
Total budgeted cost					£10,000

Review of expenditure

2018-19	Total PP budget	£73,920
	Number of pupils eligible for PP	53

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																											
<p>A. Increase the percentage of pupils achieving the expected standard in Reading, Writing and Maths for disadvantaged pupils.</p> <p>B. A greater % of disadvantaged pupils achieving greater depth in Reading, Writing and Maths.</p> <p>C. Majority of disadvantaged pupils achieving the expected standard in the Year 1 phonics screening check</p> <p>D. % of GLD for PP pupils in 2019, in line with non PP pupils.</p>	<p>Whole school Read Write Inc Approach to Reading</p>	<table border="1"> <thead> <tr> <th rowspan="2">Yr2 SATs</th> <th colspan="2">EXP or Above</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Reading Results 2019:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All</td> <td>88%</td> <td>75%</td> <td>38%</td> <td>25%</td> </tr> <tr> <td>Disadvantaged</td> <td>92%</td> <td>62%</td> <td>33%</td> <td>14%</td> </tr> <tr> <td>Other</td> <td>88%</td> <td>78%</td> <td>39%</td> <td>28%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Yr 1 Phonics Screen 2019 :</th> <th colspan="2">EXPECTED</th> </tr> <tr> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>80%</td> <td>82%</td> </tr> <tr> <td>Disadvantaged</td> <td>92%</td> <td>71%</td> </tr> <tr> <td>Other</td> <td>76%</td> <td>84%</td> </tr> </tbody> </table> <p>Reception: School ELG Expected or above in Reading 75% (Disadvantaged) 70%(Non Disadvantaged) School GLD 71% (All) 75% (Disadvantaged) 70% (Non Disadvantaged)</p>	Yr2 SATs	EXP or Above		Greater Depth		Sch	Nat	Sch	Nat	Reading Results 2019:					All	88%	75%	38%	25%	Disadvantaged	92%	62%	33%	14%	Other	88%	78%	39%	28%	Yr 1 Phonics Screen 2019 :	EXPECTED		Sch	Nat	All	80%	82%	Disadvantaged	92%	71%	Other	76%	84%	<p>Continuing to develop and use Read Write Inc to teach phonics and comprehension has been successful this year. Staff have confidently delivered the approach ensuring pupils access daily systematic phonics lessons and age appropriate texts to read. New staff attended training by Read Write Inc. The Reading leader and Deputy continued to monitor the teaching of phonics. Pupil progress has shown the positive impact of the approach across the school.</p> <p>RWI development days with a RWI consultant will be re-introduced to ensure new teachers receive high quality CPD throughout the year.</p>	<p>£2000</p>
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ii. Targeted Support

<p>A. Increase the percentage of pupils achieving the expected standard in Reading, Writing and Maths for disadvantaged pupils.</p> <p>C. Majority of disadvantaged pupils achieving the expected standard in the Year 1 phonics screening check.</p>	<p>Interventions such as BRWP and Reading teacher.</p>	<p>BRWP Intervention: 97% (134) of 138 pupils made expected or more than expected progress in reading.</p> <p>Reading Teacher Intervention: All pupils made accelerated progress in reading.</p> <p>Nessy (Trialled from January 2019): All 40 pupils made more than expected progress.</p> <p>*See Intervention evaluation for more information on all interventions.</p>	<p>The targeted support and interventions provided this year continue to have a positive impact on pupils's progress across the school. New interventions such as Nessy have been trialled this year and they will continue in the new year. Overall, the interventions are enabling pupils to make rapid progress.</p>	<p>£57,920</p>
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iii. Other Approaches

<p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>Part time attendance officer to monitor pupils and follow up quickly on absences.</p>	<table border="1"> <thead> <tr> <th></th> <th>2017/18</th> <th>2018/19</th> </tr> <tr> <th>ATTENDANCE -</th> <th>% Present</th> <th>% Present</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.9%</td> <td>95.6%</td> </tr> <tr> <td>Pupil Premium</td> <td>95.1%</td> <td>93.9%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>96.1%</td> <td>96%</td> </tr> </tbody> </table>		2017/18	2018/19	ATTENDANCE -	% Present	% Present	All	95.9%	95.6%	Pupil Premium	95.1%	93.9%	Non Pupil Premium	96.1%	96%	<p>Overall, attendance has been sustained. However this year a large number of pupil premium pupils have taken longer periods of extended holidays. Despite no holidays being authorised, families have continued to take their pupils out of school. The Education Welfare Officer (EWO) has been working closely with the school's attendance officer to tackle persistent absences. Attendance will remain a priority next year.</p>	<p>£10,000</p>
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