

Pupil premium strategy statement

1. Summary information					
School	Catherine Infant School				
Academic Year	2017-18	Total PP budget	£67,320	Date of most recent PP Review	n/a
Total number of pupils	386	Number of pupils eligible for PP	51	Date for next internal review of this strategy	March 2017

2. Current attainment (2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	66%	Data not released.
% achieving Year 1 Phonics Screening Check	100%	84%
% achieving expected standard in KS1 Reading	93%	79%
% achieving expected standard in KS1 Writing	79%	72%
% achieving expected standard in KS1 Mathematics	100%	79%
% achieving greater depth in KS1 Reading	43%	28%
% achieving greater depth in KS1 Writing	29%	18%
% achieving greater depth in KS1 Mathematics	29%	23%

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.	Children enter school with very low baseline (Operational V Chronological) in all areas: Current Year 2 (F1- 2014) – 20 months behind. Current Year 1 (F1 -2015) – 16 months behind. Current Reception (F1-2016) – 18 months behind.
B.	Attainment is below national trends in reading (2%) and writing (1%) at the expected standard in 2017.
C.	In Maths, a small percentage (7%) of disadvantaged pupils are not achieving greater depth compared to non disadvantaged in school (2017).
D.	EAL is 65% higher than the national average (2016). The number of language spoken at our school is 30 (Oct 2017).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance rates for all pupils and pupils eligible for PP are below the target for all children of 96%. Families in the community regularly take their children to India during certain periods of the year. This reduces their school hours and causes them to fall behind on average.
E.	Parental involvement in their child's learning at home is limited due to poor understanding of the English language
4. Desired outcomes (Desired outcomes and how they will be measured)	
A.	Sustain the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2018.
B.	A greater % of disadvantaged pupils achieving greater depth in Maths, in line with non disadvantaged children (2018)
C.	All disadvantaged children achieving the expected standard in the Phonics Screening Test in 2018
D.	A greater % of GLD for PP children in 2018, in line with non PP children
E.	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 children.
	36% or above in 2018.
	100% in 2018.
	71% GLD in 2018
	Overall PP attendance is consistently 96% in line with whole school attendance objectives.

5. Planned expenditure

Academic year

2017/18

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 in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2018.</p> <p>B. A greater % of disadvantaged pupils achieving greater depth in Maths, in line with non disadvantaged children (2018).</p> <p>D. A greater % of GLD for PP children in 2018, in line with non PP children</p>	<p>Mastery for Maths (National Maths Hubs)</p>	<p>Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore and Shanghai. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.</p> <ul style="list-style-type: none"> Evidence-based approach to teaching maths Helps pupils develop a deep, long-term and adaptable understanding of maths Inclusive approach where all children achieve Slower pace which results in greater progress Reflected in the 2014 English national curriculum for mathematics Endorsed by the Department for Education, NCETM and OFSTED <p>https://mathsnoproblem.com/en/the-maths/teaching-methods/what-is-maths-mastery/</p>	<p>School Improvement Priority 2.3</p> <p>Leadership:</p> <ul style="list-style-type: none"> Create school based Mastery for Maths leads Participate in National Maths Hubs programme (TRG's) Work collaboratively with a link Mastery Specialist Teacher Observe Shanghai teaching <p>Teaching across the school:</p> <ul style="list-style-type: none"> Implementation of White Rose planning across the school Teachers adapt the structure of the maths lessons in line with the mastery approach Teachers observe mastery for maths leads Team teach opportunities to develop staff confidence with the approach Purchase resources to ensure all children have access to high quality maths teaching 	<p>Mitesh Madhaw</p> <p>Bhaveeta</p> <p>Shemar</p> <p>SLT</p>	<p>Termly as part of SIP review.</p> <p>£2000</p>

<p>A. Sustain the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2018.</p> <p>C. All disadvantaged children achieving the expected standard in the Phonics Screening Test in 2018</p> <p>D. A greater % of GLD for PP children in 2018, in line with non PP children</p>	<p>Embed Whole school Read Write Inc Approach to Reading</p>	<p>The Read Write Inc approach is a quality first teaching approach to reading.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/</p>  <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that</p>	<p>School Improvement Priority Area 2.2</p> <p>Read Write Inc training for new staff</p> <p>Reading Teacher to attend RWI Reading Leader training</p> <p>Team Teach & Lesson observations</p> <p>RWI Development days (termly):</p> <ul style="list-style-type: none"> - Quality assurance - Coaching - Modelled lessons <p>RWI Assessments scheduled every term</p> <p>RWI Assessment trackers completed by class</p>	<p>Ruth Fitton</p> <p>Ruth Fitton</p> <p>Mitesh Madhaw</p> <p>Jill Harrold</p> <p>Whole school</p>	<p>Termly</p> <p>£2000</p>
<p>A. Sustain the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2018.</p> <p>D. A greater % of GLD for PP children in 2018, in line with non PP children</p>	<p>Embed Pie Corbett approach across the school (Fiction Writing)</p>	<p>http://www.talk4writing.co.uk/about/</p> <p>Many schools have found that daily storytelling can have a dramatic influence on progress in composition. For instance, the initial teacher research into this approach focused on 4-and 5-year-olds in Reception classes. At the start of the year, only 2% of the sample was able to retell a whole story. By the end of the year, 76% retold a whole tale in fluent standard English. The approach works very powerfully for children who have English as a new language.</p>	<p>School Improvement Priority Area 2.1</p> <p>Talk for Writing training for all staff</p> <p>Collaborative planning across year groups</p> <p>Team Teach & Lesson observations</p> <p>Purchase appropriate texts recommended by Pie Corbett</p> <p>Monitoring and evaluation activities planned throughout the year</p>	<p>Sam Patel</p> <p>Mitesh Madhaw</p>	<p>Termly</p> <p>£1000</p>

<p>D. A greater % of GLD for PP children in 2018, in line with non PP children</p>	<p>Improve outdoor provision in EYFS</p>	<p>The outdoor environment has unique characteristics and features. Outdoor learning has equal value to indoor learning. Outdoor learning has a positive impact on children's well-being and development. Children need the support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning. Outdoor learning is enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways. An approach to outdoor learning that considers experiences rather than equipment places children at the centre of the provision being made. http://outdoormatters.co.uk/wp-content/uploads/2011/03/EYFS-Effective-PracticeOutdoor-Learning.pdf</p>	<p>School Improvement Priority Area 2.4</p> <p>Designate key areas in the EYFS playground</p> <p>Enhance the provision for the outdoor environment by providing appropriate resources and storage</p> <p>Increase support staff confidence when teaching and assessing in the outdoor provision</p>	<p>Alpa Kachhela Louisa Dean</p>	<p>Termly as part of SIP review.</p> <p>£2000</p>
<p>A. Sustain the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2018.</p> <p>D. A greater % of GLD for PP children in 2018, in line with non PP children.</p> <p>E. Increased attendance rates for pupils eligible for PP.</p>	<p>To develop and enrich the wider curriculum enrichment activities related to topics for all children at least once a term.</p>	<p>Enrichment activities provide experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their responses (to writing) for example. Trips and visits and curriculum based days go some way to redressing the limited experiences and world view that some children have. Trips are subsidised for disadvantaged Children</p>	<p>Subject leads monitor planning</p> <p>Wow days planned at the start of topic units</p> <p>External visitors provide enrichment activities in school</p> <p>Trips related to topic planned throughout the year</p> <p>EVC monitors trips and visits for quality</p>	<p>Mitesh Madhaw SLT Whole School</p>	<p>Termly</p> <p>£2000</p>
Total budgeted cost					£9,000

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 in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2018</p> <p>C. All disadvantaged pupils achieving the expected standard in the Phonics Screening Test in 2018</p> <p>D. A greater % of GLD for PP children in 2018, in line with non PP children</p>	<p>BRWP Intervention led by every class TA</p> <p>1:1 Reading intervention led by a qualified teacher</p> <p>RWI 1:1 Assisted Blending</p> <p>First Class @ Number Intervention</p> <p>Fun Time</p> <p>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 children and young people with literacy difficulties? By Greg Brooks).</p>	<p>Whole school provision map</p> <p>Individual timetables for every intervention in the school</p> <p>Pre & post assessments</p> <p>Intervention feedback forms for SENCo and class teachers</p>	<p>Mitesh Madhaw</p> <p>Ruth Fitton</p>	<p>Half-termly</p>
Total budgeted cost					£48,320
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?

E. Increased attendance rates for pupils eligible for PP.	Part time attendance officer to monitor pupils and follow up quickly on absences.	We can't improve attainment for children 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.	Daily monitoring of absences and punctuality across the school Prompt response to absences Meeting with parents of children with persistent absences Close work with the school Education and Welfare Officer Working closely with Headteacher to respond to term time holiday requests.	Jordan Taylor Jill Harrold Mike Albut (Governor)	Termly attendance reports
	Establish Breakfast Club and After School Club			Engage with families whose children have poor attendance including disadvantaged children	Mitesh Madhaw Melanie Badelek
Total budgeted cost					£10,000

Review of expenditure

2016-2017	Total PP budget	£88,440
	Number of pupils eligible for PP	67

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. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.</p> <p>B. A greater % of PP children achieving the expected standard in the Phonics Screening Test in 2017</p> <p>C. A greater % of GLD for PP children in 2017, in line with non PP children</p>	Whole school Read Write Inc Approach to Reading	<table border="1"> <thead> <tr> <th rowspan="2">KS1 Reading Results 2017:</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>Disadvantaged</td> <td>93%</td> <td>79%</td> <td>43%</td> <td>28%</td> </tr> <tr> <td>Other</td> <td>71%</td> <td>79%</td> <td>37%</td> <td>28%</td> </tr> </tbody> </table> <p>The attainment in reading for our Year 2 disadvantaged pupils is outstanding as 93% achieved the expected standard or above. This shows our disadvantaged pupils outperformed the non disadvantaged pupils nationally by 14% in reading. Attainment for our disadvantaged pupils has risen compared to 2015/16 results (79%). Almost half (43%) of our disadvantaged pupils achieved greater depth in reading and this shows an increase of 16% compared to last year's results.</p> <table border="1"> <thead> <tr> <th rowspan="2">Yr 1 Phonics Screen 2017:</th> <th colspan="2">EXPECTED</th> </tr> <tr> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>100%</td> <td>84%</td> </tr> <tr> <td>Other</td> <td>88%</td> <td>84%</td> </tr> </tbody> </table> <p>All of our disadvantaged pupils achieved the expected standard in the phonics screening check and they outperformed the non-disadvantaged pupils. The percentage of disadvantaged pupils achieving the phonics screen has also risen over the</p>	KS1 Reading Results 2017:	EXP or Above		Greater Depth		Sch	Nat	Sch	Nat	Disadvantaged	93%	79%	43%	28%	Other	71%	79%	37%	28%	Yr 1 Phonics Screen 2017:	EXPECTED		Sch	Nat	Disadvantaged	100%	84%	Other	88%	84%	Re-introducing RWI phonics to the whole school from the very start of the year had a positive impact on the teaching and learning for all of our pupils in the school. The investment in whole school training, development days and team teach opportunities gave all the staff the confidence to deliver systematic phonics lessons at a high standard. Children made progress in these sessions which was shown through whole school data and RWI assessments. This will be implemented again next academic year to allow for the staff to embed their phonics practice and to ensure consistency across the school. As majority of our pupils are EAL they benefit from this approach.	£4000
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		<p>last 4 years.</p> <p>Reception: ELG Expected or above in Reading 70% (PP) 71% (Non PP)</p> <p>GLD 61% (PP) 67% (Non PP)</p> <p>We have seen a rise in the % of pupil premium children achieving GLD compared to 2016.</p>		
<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.</p> <p>C. A greater % of GLD for PP children in 2017, in line with non PP children</p>	TA led booster groups in class	<p>Teaching assistants worked with focus groups identified in pupil progress meetings to help them meet their targets and make good progress. TA's received RWI training to develop the quality of their practise.</p> <p>TA's were expected to stay in class, leading highly effective focussed sessions in reading, writing and Maths.</p>	<p>Overall, the gap between our pupil premium children and non-pupil premium children has narrowed and in many cases our pupil premium children have outperformed non-pupil premium children. We want to sustain this therefore; this will remain a focus in the next academic year.</p> <p>Guided sessions need to be embedded so our pupils work more effectively in class than out of class interventions especially in reading. We have employed a Reading Teacher who will enable us to improve the quality of guided sessions in reading and help accelerate progress for particular children.</p>	£14,189
ii. Targeted Support				
<p>A. Improved attainment in Reading, Writing and Mathematics for pupils eligible for PP in KS1 2017, in line with non-PP children.</p> <p>B. A greater % of PP children achieving the expected standard in the Phonics Screening Test in 2017</p> <p>C. A greater % of GLD for</p>	<p>BRWP Intervention led by every class TA</p> <p>1:1 Reading conferences</p> <p>RWI Booster Intervention</p> <p>First Class @ Number Intervention</p>	<p>1:1 Assisted blending intervention: All 9 pupil premium children made expected or more progress.</p> <p>BRWP intervention: 95% of 37 pupil premium made expected or more progress.</p> <p>Big Moves: All 5 pupil premium children made expected or more progress.</p> <p>First Class @ Number: 2 pupil premium children who both made expected or more progress.</p>	<p>These interventions have made a positive impact on KS1 SATs, Phonics Screen and EYFS GLD results for our pupil premium and non-pupil premium children (see Pupil Premium data report). We will continue intervention groups as the need arises for particular groups of pupils.</p>	£55,179

PP children in 2017, in line with non PP children		<p>RWI/Phonics Booster: All 13 pupil premium children made expected or more progress.</p> <p>1:1 reading conferences and phonics games: All 6 pupil premium children made expected or more progress.</p> <p>*See Intervention evaluation for impact on all pupils.</p>		
iii. Other Approaches				
D. Increased attendance rates for pupils eligible for PP.	Part time attendance officer to monitor pupils and follow up quickly on absences.	<p>Pupil Premium Pupils 2016/17: 56 Pupils – Combined attendance of 92.6% 15 of the 56 Pupil Premium Pupils have attendance below 90%. For those 15 pupils in particular we have targeted them along with the other Pupil Premium Pupils to improve their attendance. There are a number of things we have done to try and improve the attendance of these pupils;</p> <ul style="list-style-type: none"> - Sent home 7 letters as requested from our EWO. - Arranged to hold 9 School Attendance Panel Meetings. - We held 1 emergency meeting. - Issued 1 Penalty Notice. - One parent was taken to court regarding their child’s poor attendance. <p>Along with all these, our schools EWO has made home visits and been in regular contact over the phone with the parents of many of our Pupil Premium Pupils.</p> <p>Non-Pupil Premium Pupils 2016/17: 279 Pupils – Combined attendance of 94.5%</p> <p><u>2015/16 Attendance Figures:</u> Pupil Premium Pupils; 52 Pupils – Combined attendance of 91.9% 15 of the 52 Pupil Premium Pupils had attendance below 90%.</p>	<p>We will be continuing to improve the attendance of all of our pupils next year. Although attendance has improved, we need to increase it in line with national expectations.</p> <p>We will continue to employ an attendance officer to monitor pupils and follow up quickly on absences.</p> <p>We can’t improve attainment for children if they aren’t actually attending school. NFER briefing for school leaders identifies addressing attendance as a key gap.</p>	£10,000

		<p>Non-Pupil Premium Pupils; 271 Pupils – Combined attendance of 94.4%</p> <p>This data shows that our Pupil Premium Pupils attendance has improved by 0.7% from last year. Also the attendance of the Non-Pupil Premium Pupils has also improved by 0.1%.</p>		
E. Increase parental involvement in their child's learning by improving their own literacy skills.	Parent Groups	Our parent groups this year have focussed on phonics as many of our parents struggle to pronounce sounds correctly. Therefore, the parent groups enabled the parents to learn how to pronounce the sounds with confidence using RWI resources and strategies. These parents have gone on to buy RWI speed sounds cards to help their children at home.	Reaching out to parents is vital for our school. Majority of our pupils cannot speak English however many are eager to support their children at home. Therefore, it is important for our school to continue working closely with parents by providing them with the necessary skills to support their children.	£5072

To be updated when National data is released.