

# Pupil premium strategy statement

1. Summary information					
School	Catherine Infant School				
Academic Year	2018-19	Total PP budget	£73,920	Date of most recent PP Review	n/a
Total number of pupils	391	Number of PP Pupils	53 (YR2:18, YR1:22, Rec: 13)	Date for next internal review of this strategy	February 19

2. Current attainment (2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	77%	72%
% achieving Year 1 Phonics Screening Check	95%	85%
% achieving expected standard in KS1 Reading	88%	79%
% achieving expected standard in KS1 Writing	56%	74%
% achieving expected standard in KS1 Mathematics	75%	80%
% achieving greater depth in KS1 Reading	19%	29%
% achieving greater depth in KS1 Writing	19%	18%
% achieving greater depth in KS1 Mathematics	13%	25%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <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 -2015) – 16 months behind. Current Year 1 (F1-2016) – 18 months behind. Current Reception (F1- 2017) – 19 months behind.
B.	% of EAL pupils in school is significantly higher than the national average. The number of language spoken at our school is 31 (Oct 2018).
C.	Pupils enter school with low oral language and literacy skills. This can slow progress in subsequent years.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<b>D.</b>	Attendance (95.9% in 2017/18) is below national expectation (96.1%) for all pupils and pupils eligible for PP. 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.
<b>E.</b>	Parental involvement in their child's learning at home is limited due to poor understanding of the English language
<b>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</b>	
<b>A.</b>	Increase the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics for disadvantaged pupils in KS1 2019.
<b>B.</b>	A greater % of disadvantaged pupils achieving greater depth in Reading, Writing and Maths in KS1 2019.
<b>C.</b>	Majority of disadvantaged children achieving the expected standard in the Year 1 Phonics Screening Check in 2019
<b>D.</b>	% of GLD for PP children in 2019, in line with non PP children
<b>E.</b>	Increased attendance rates for pupils eligible for PP.
<b>Success criteria</b>	
	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.
	% of disadvantaged children achieving greater depth in Reading, Writing and Maths raised compared to 2018.
	95% or above in 2019.
	74% or above GLD in 2019
	Overall PP attendance is consistently 96.1% in line with whole school attendance objectives.

5. Planned expenditure					
Academic year		2018/19			
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. Increase the percentage of pupils achieving the expected standard in <b>Reading</b>, Writing and Maths for disadvantaged pupils.</p> <p>B. A greater % of disadvantaged pupils achieving greater depth in <b>Reading</b>, Writing and Maths.</p> <p>C. Majority of disadvantaged children achieving the expected standard in the <b>Year 1 phonics</b> screening check</p> <p>D. % of <b>GLD</b> for PP children in 2019, in line with non PP children.</p>	Whole school Read Write Inc Approach to Reading (Focus: Comprehension)	<p>The Read Write Inc approach is a quality first teaching approach to reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics/</a></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 phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>School Improvement Priority Area <b>2.2</b></p> <p><b>Embed decoding and phonics:</b></p> <ol style="list-style-type: none"> <li>1. Provide visual support materials for those learning to blend to support developing vocabulary and reading for meaning</li> <li>2. Ensure QFT in phonics and reading - provide RWInc development day, training and ongoing support especially for Cover Supervisors and Teaching Assistants to deliver more effective RWInc sessions</li> </ol> <p><b>Develop Comprehension skills:</b></p> <ol style="list-style-type: none"> <li>1. Develop staff ability to highlight comprehension during book part of RWInc lessons – questioning</li> <li>2. Teach selected children in 'Guided Reading' groups to develop comprehension and inference skills, early good readers Y1 and HA readers in Y2 later in year</li> </ol> <p>RWI Development days (termly)</p>	<p>Ruth Fitton</p> <p>Ruth Fitton Mitesh Madhaw</p> <p>Jill Harrold</p> <p>Whole school</p>	Termly

<p>A. Increase the percentage of pupils achieving the expected standard in Reading, Writing and <b>Maths</b> for disadvantaged pupils.</p> <p>B. A greater % of disadvantaged pupils achieving greater depth in Reading, Writing and <b>Maths</b>.</p> <p>D. % of <b>GLD</b> for PP children in 2019, in line with non PP children.</p>	<p>Whole school mastery approach to Maths:</p> <p>Early Number Sense (EYFS)</p> <p>Mastery for Maths (KS1)</p>	<p><a href="https://nrich.maths.org/11441">https://nrich.maths.org/11441</a></p> <p>A large scale study of pre-school experiences (Sammons et al 2002, Siraj-Blatchford et al 2002) found key factors which predict progress:</p> <p><b>Pre-school settings providing adult-led mathematics focused activities</b>, such as number rhymes and games, alongside independent play.</p> <p>We also know from research that a key focus for early mathematics is developing:</p> <p><b>Number sense</b>, especially understanding number symbols, eg ‘the fiveness’ of 5. Other early predictors of success are:</p> <ul style="list-style-type: none"> <li>- recognising numbers as dice and dominoes patterns</li> <li>- comparing numbers like 5 and 7, saying which is more</li> <li>- Predicting the result of adding or taking away one.</li> </ul>	<p>School Improvement Priority <b>2.2</b></p> <p><b>Implement Early Number Sense in EYFS</b></p> <p>Participate in year 1 of EYFS Early Number Sense as part of the Maths Hub. External training on ‘Developing Early Number Sense’ to support EYFS. Support EYFS through planning and delivery of Number Sense. Work closely with AK to ensure EYFS are supported by the Maths Leader and the EYFS Leader.</p> <p><b>KS1:</b></p> <p>Participate in year 2 of the Maths Hub Teacher Research Group for to refine our practice. Set up an in-school Teacher Research Group Support, coach and share good practice through team teaching and peer lesson observations. Carry out staff meetings on reasoning, variation and deepening. Introduce ‘quadrants’ and ‘dig deeper’ activities to Year 2 next year, after trialling it in Year 1 this year.</p>	<p>Bhaveeta Shemar</p> <p>Alpa Kachhela</p> <p>Mitesh Madhaw</p> <p>SLT</p>	<p>Termly as part of SIP review.</p>
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<p>A. Increase the percentage of pupils achieving the expected standard in <b>Reading, Writing</b> and Maths for disadvantaged pupils.</p> <p>B. A greater % of disadvantaged pupils achieving greater depth in <b>Reading, Writing</b> and Maths.</p> <p>D. % of <b>GLD</b> for PP children in 2019, in line with non PP children.</p>	<p>Pie Corbett Talk for Writing approach for Fiction and Non Fiction writing across the school.</p>	<p><a href="http://www.talk4writing.co.uk/about/">http://www.talk4writing.co.uk/about/</a></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 <b>2.1</b></p> <p><b>Embed the Pie Corbett approach in EYFS ( Imitation)</b></p> <ul style="list-style-type: none"> <li>- Develop staff subject knowledge in EYFS (Fiction Talk for Writing process)</li> <li>- EYFS literacy planning to include all aspects of Talk for Writing with an emphasis on Imitation</li> <li>- Increased opportunities for children to develop Talk for Writing in the outdoors</li> <li>- EYFS Leader to host writing moderation for development groups. [AK]</li> </ul> <p><b>Implement non-fiction writing through Pie Corbett in KS1</b></p> <ul style="list-style-type: none"> <li>- Develop staff subject knowledge of the Talk for Writing approach to Non-Fiction writing (SP to lead KS1 inset day to introduce the teaching structure of Non-fiction writing28/8/18)</li> <li>- KS1 planning for Non-Fiction writing to reflect the teaching and learning process suggested by Pie Corbett</li> <li>- Year 2 teachers to attend writing moderation sessions with LA</li> </ul>	<p>Sam Patel Mitesh Madhaw</p>	
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**Total budgeted cost    £6000**

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Increase the percentage of pupils achieving the expected standard in <b>Reading</b>, Writing and Maths for disadvantaged pupils.</p> <p>C. Majority of disadvantaged children achieving the expected standard in the <b>Year 1 phonics</b> screening check.</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>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 &amp; 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>
<b>Total budgeted cost</b>					<b>£57,920</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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>Breakfast Club</p>	<p>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.</p>	<p>Daily monitoring of absences and punctuality across the school</p> <p>Prompt response to absences</p> <p>Meeting with parents of children with persistent absences</p> <p>Close work with the school Education and Welfare Officer</p> <p>Working closely with Headteacher to respond to term time holiday requests.</p> <p>Engage with families whose children have poor attendance including disadvantaged children.</p>	<p>Jordan Taylor</p> <p>Jill Harrold</p> <p>Mike Albut (Governor)</p> <p>Mitesh Madhaw</p> <p>Melanie Badelek</p>	<p>Termly attendance reports</p> <p>Half Termly</p>
<b>Total budgeted cost</b>					<b>£10,000</b>

**Review of expenditure**

<b>2017-18</b>	<b>Total PP budget</b>	<b>£67,320</b>
	<b>Number of pupils eligible for PP</b>	<b>51</b>

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>																																						
<p>A. Sustain the percentage of pupils achieving the expected standard in Reading, Writing and <b>Mathematics</b> 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>	Mastery for Maths (National Maths Hubs)	<table border="1"> <thead> <tr> <th rowspan="2"><b>KS1 Maths Results 2018:</b></th> <th colspan="2"><b>EXP or Above</b></th> <th colspan="2"><b>Greater Depth</b></th> </tr> <tr> <th><b>Sch</b></th> <th><b>Nat</b></th> <th><b>Sch</b></th> <th><b>Nat</b></th> </tr> </thead> <tbody> <tr> <td><b>All</b></td> <td><b>83%</b></td> <td><b>76%</b></td> <td><b>31</b></td> <td><b>22%</b></td> </tr> <tr> <td><b>Disadvantaged</b></td> <td><b>75%</b></td> <td><b>61% (FSM)</b></td> <td><b>13%</b></td> <td><b>...</b></td> </tr> <tr> <td><b>Other</b></td> <td><b>84%</b></td> <td><b>80%</b></td> <td><b>34%</b></td> <td><b>25%</b></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2"><b>Year 1 Maths Results 2018:</b></th> <th><b>1w+ or above</b></th> <th><b>1s+</b></th> </tr> <tr> <th><b>School</b></th> <th><b>School</b></th> </tr> </thead> <tbody> <tr> <td><b>All</b></td> <td><b>87%</b></td> <td><b>20%</b></td> </tr> <tr> <td><b>Disadvantaged</b></td> <td><b>94%</b></td> <td><b>11%</b></td> </tr> <tr> <td><b>Other</b></td> <td><b>86%</b></td> <td><b>21%</b></td> </tr> </tbody> </table>	<b>KS1 Maths Results 2018:</b>	<b>EXP or Above</b>		<b>Greater Depth</b>		<b>Sch</b>	<b>Nat</b>	<b>Sch</b>	<b>Nat</b>	<b>All</b>	<b>83%</b>	<b>76%</b>	<b>31</b>	<b>22%</b>	<b>Disadvantaged</b>	<b>75%</b>	<b>61% (FSM)</b>	<b>13%</b>	<b>...</b>	<b>Other</b>	<b>84%</b>	<b>80%</b>	<b>34%</b>	<b>25%</b>	<b>Year 1 Maths Results 2018:</b>	<b>1w+ or above</b>	<b>1s+</b>	<b>School</b>	<b>School</b>	<b>All</b>	<b>87%</b>	<b>20%</b>	<b>Disadvantaged</b>	<b>94%</b>	<b>11%</b>	<b>Other</b>	<b>86%</b>	<b>21%</b>	The introduction of the Mastery Maths approach in KS1 has had a positive impact on the teaching and learning for all of our pupils in the school. The commitment to the Maths Hub teacher research groups, CPD opportunities for staff and team teaching programme gave all the staff confidence to deliver maths lesson using the mastery approach principles. Monitoring and evaluation has shown that children made progress in the lessons and they enjoy being challenged. This will be continued to develop in the next academic year to all KS1 staff to embed their maths teaching and to ensure consistency across each year group. We will also be introducing Early Number Sense in Reception as part of the Maths Hub teacher research group.	PP Budget: £2000
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<b>Year 1 Writing Results 2018:</b>	<b>1w+ or above</b>	<b>1s+</b>																																											
	<b>School</b>	<b>School</b>																																											
<b>All</b>	<b>84%</b>	<b>17%</b>																																											
<b>Disadvantaged</b>	<b>89%</b>	<b>17%</b>																																											
<b>Other</b>	<b>86%</b>	<b>17%</b>																																											
<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><b>School GLD</b>  <b>77% (PP) 61% (Non PP)</b></p> <p>Overall, children in EYFS have had more opportunities to access the outdoor provision. The daily timetable was reviewed enabling children to go outdoors in the</p>		<p>Ofsted 2018:  'In the outside environment there was a wide range of planned activities. Teaching assistants were effectively guiding singing and action games for a small group of children, focusing on language development.'</p>	<p>PP Budget: £2000</p>																																								

		morning and afternoon sessions. Teaching assistants are understanding the importance of the outdoor provision in EYFS and the impact it can have on pupil outcomes.	Next steps: To develop the outdoor environment to promote literacy and numeracy as effectively as the indoors, and to increase opportunities for the children to experience nature first hand.	
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## ii. Targeted Support

<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>Reading Intervention – Reading Teacher</p> <p>Summer Reading Project</p>	<p><b>BRWP intervention:</b> 97% of 36 pupil premium pupils made expected or more progress in reading.</p> <p><b>1:1 reading conferences and phonics games:</b> All 5 pupil premium children made expected or more progress.</p> <p><b>Summer Reading Project:</b> All 7 pupil premium children made expected or more progress.</p> <p>*See Intervention evaluation for impact on <b>ALL</b> pupils.</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>	<p>£48,320</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> <p>Establish Breakfast Club and After School Club</p>	<table border="1"> <thead> <tr> <th></th> <th>2016/17</th> <th>2017/18</th> </tr> <tr> <th>ATTENDANCE -</th> <th>% Present</th> <th>% Present</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>94.9%</td> <td>95.9%</td> </tr> <tr> <td>Pupil Premium</td> <td>94.0%</td> <td>95.1%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>95.1%</td> <td>96.1%</td> </tr> </tbody> </table> <p>Both Breakfast and After-School clubs have been established. This provision has also helped to improve attendance for particular pupils including Pupil Premium. Overall, roughly 25 children attended the clubs on a regular basis with many using the service as and when required.</p>		2016/17	2017/18	ATTENDANCE -	% Present	% Present	All	94.9%	95.9%	Pupil Premium	94.0%	95.1%	Non Pupil Premium	95.1%	96.1%	<p><b>Ofsted 2018:</b> Overall absence and persistent absence has been consistently above the national average for the past three years. Leaders have worked hard to improve attendance at school. An attendance officer works closely with specific families to facilitate improved attendance and welfare. You have started a breakfast club to encourage pupils to arrive early to school. Members of the governing body and of the leadership team stress to parents the value of regular attendance through positive parent meetings, and you also have individual meetings with families. When appropriate, fixed penalties are awarded. Weekly rewards and celebrations for good attendance are presented in assembly. As a result, overall absence has reduced this year.</p>	<p>PP Budget: £10,000</p>
	2016/17	2017/18																	
ATTENDANCE -	% Present	% Present																	
All	94.9%	95.9%																	
Pupil Premium	94.0%	95.1%																	
Non Pupil Premium	95.1%	96.1%																	

			<b>Next Step:</b> Continue the work to raise attendance to be in line with national average.	
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