

Pupil Premium Plan 2018-2019

What strategies and activities are we adopting?

A range of activities and programmes can be found in our planning spreadsheet below. It identifies a range of activities that are based on models of good practice or on up to date research.

The action plan that comes out of the barriers assessment also focuses in on 'Big-hitting strategies' like those from the Sutton Trust/EEF research.

This decision is based on an annual needs assessment for pupil premium children and is allocated to this project/activity without any further commitment to meet costs similar to this in the future. All future spending decisions are made in regard to up to date needs assessments and spending priorities. Below is an example of some of these research strategies for Pupil Premium that the school has adopted. The school has also taken suggestions from Marc Rowland's book 'A Practical Guide to the Pupil Premium'.

Pupil Level Strategies		
Strategy	Is there a system in place?	Is it having an impact?
Identifying barriers to learning for PP pupils	✓	Yes
Individual strategy plans in cohort folders	✓	Yes
Strategies delivered with in-depth training	✓ Reading, Writing and Maths Labels	Yes
Telling the story: Creating an audit trail	x	No
PP Learning Walks	✓	Yes
PP Student Shadowing	x	N/A
PP Student Voice	x	N/A
Deployment of the best staff to support disadvantaged pupils	✓	Yes
Feedback – Reading (+8)	✓	Yes
Feedback – Writing (+8)	✓	Yes
Feedback – Maths (+8)	✓	Yes
Meta-cognition and self-regulation (+8)	✓	Yes
One to One Tuition (+5)	✓ Pupil Conferencing- Writing/Maths	Yes
Collaborative Learning (+5)	x	N/A
Mastery Learning (+5)	x	N/A
Oral Language Interventions (+5)	✓	Yes
Reading Comprehension Strategies (+5)	✓	Yes

Peer Tutoring (+5)	X	N/A
Digital Technology (+4)	✓	Yes
Small Group Tuition (+4)	✓	Yes
Social and Emotional Learning (+4)	✓	Yes
Behaviour Interventions (+4)	✓	Yes
Outdoor Adventure Learning (+3)	✓	Yes
Parental Involvement (+3)	x	N/A
Arts Participation (+2)	x	N/A
Sports Participation	✓ Premier Sport	Yes
Individualised Instruction (+2)	x	N/A
Learning Styles (+2)	x	N/A
Mentoring (+2)	✓	Yes
Homework (+2)	✓	✓ (Pupil Surveys)
Summer Schools (+2)	x	N/A
Extending School Time (+2)	x	N/A
Teaching Assistants (+1)	✓	Some Impact
Improving attendance	✓	Yes
Monitoring Strategies		
Strategy	Is there a system in place?	Is it having an impact?
Excellent collection, analysis and use of data for individuals and groups	✓	Yes
When a pupil's progress slows, interventions are put in place rapidly	✓	Yes
Improving trend for FSM attainment	✓	Yes
Reducing gaps between PP and non-PP	Yes	Yes
Reducing gaps between PP and national benchmarks	✓	Some impact
Senior Leader Strategies		
Strategy	Is there a system in place?	Is it having an impact?
Senior leader with oversight of how PP funding is being spent	✓ Audit	Yes
Strategies to improve teaching and learning	✓	Yes (overall)
Regular review of PP strategies	✓	Yes
PP ring fenced to spend on target group	✓	Yes
Appraisal is used to reinforce the importance of PP effectiveness	✓	Yes
Effectiveness of TAs is evaluated and if necessary, improved	x	N/A

An ethos of high attainment for all pupils	✓ (Cavendish Code)	Yes
Stakeholder Strategies		
Strategy	Is there a system in place?	Is it having an impact?
Parental Engagement (+5)	✓	Yes
Raising aspirations (+0)	x	N/A
Governor training and monitoring of PP	✓	N/A
Teachers know which pupils eligible for PP	✓	Yes

The principles of that research suggest that more individualised support packages, based on individuals' barriers to learning, are more likely to have a positive impact. At Cavendish Junior School, each pupil in receipt of Pupil Premium Funding, will have a full and in-depth barrier assessment carried out with a class teacher or learning mentor. The barrier assessment not only creates a 'score' for the child as an indicator of need, but also looks at potential barriers to learning that may be emotional, social, pastoral, cognitive, home-based etc... .. The barrier assessment is attached at the end of this document.

How do we know who our PP children are?

There is inconsistency between records held by DCC, the Secure Access Database, and Feeder School information on Free School Meals. We use the following method to classify children as Pupil Premium pupils;

- Any child on Free School Meals at the January pupil census is classified as PP
- Any child on the Secure Access database is classified as PP
- Any child that receives Free School Meal funding at any point in the year is classified as PP – this is done by entering their eligibility information onto Integris
- Any records from DCC and their Free School Meal eligibility report that indicate

We update our MIS Integris on a daily basis. We update our school based assessment system 6 times a year.

Having identified our PP children, what happens next?

In July, in preparation for the start of the next School Year, every PP child will be assessed against our 'Barrier Assessment'. This process allows staff to gather as much information as possible about the child in order to plan packages of support for the following school year.

Using up to date assessments and a completed barrier assessment, teachers should complete an individual action plan (see below) which is to be reviewed three times a year – during appraisal and staff meetings.

Each class should have a folder in their classroom which collates all documents relating to;

- PP barrier assessments
- Individual action plans
- Regular data analysis
- Attendance report
- Behaviour Report

- Any notes from meetings with parents
- Records of outside agency involvement
- At least one 'pupil voice' activity
- Two case studies that evidence EVALUATION – ACTION – IMPACT

The class teacher, alongside support from the SLT is expected to collate, record and evaluate actions identified within the individual action plan and to be able to comment on the impact and effectiveness of support programmes.

How will our Pupil Premium Funding be spent?

Excellence is the Standard

At Cavendish Junior School, we believe all pupils deserve high quality first teaching, this includes provision for our disadvantaged children. In order to achieve high expectations in all that we do as a school, the Pupil Premium Funding has been broken down into 3 clear sections, some of these relate to our school as a whole and others focus on individual Pupil Premium children. They are broken down into the following:

1) Improvement in the Quality of Teaching and Learning (whole school)

Cavendish Junior School is currently judged to be Good by Ofsted. However, the school's progress measures are still below floor and the school recognises the need to provide an engaging and purposeful curriculum. Quality first teaching remains a key priority and both disadvantaged and non-disadvantaged pupils will benefit from this initiative.

Quality of Teaching and Learning will also be broken down into year group specific targets. This is designed to ensure that cohort dependent areas for development are also identified (see plan below)

2) Emotional and Physical Wellbeing (an individual plan)

A pupil's emotional and physical wellbeing is a high priority for Cavendish Junior School to ensure that our children are motivated, confident and ready to learn. A proportion of Pupil Premium Funding will be spent on Growth Mindset initiatives, as well as additional support regarding Safeguarding, attendance, group interventions, nurture programmes and one to one support where required. Each PP child will be tracked on their emotional and physical wellbeing termly, and supported accordingly.

3) Attainment and Progress for each PP child (an individual plan)

Each disadvantaged pupil will receive a personalised plan to support their attainment and progress. This will be reviewed termly as part of Pupil Progress meetings. This aspect of the Pupil Premium Plan will also include interventions (where appropriate), support for extra-curricular activities, one to one pupil conferencing, and regular meetings with parents to discuss future actions.

These three key sections of the Pupil Premium Plan encourage our children to have every opportunity to achieve, not just in our school setting, but as a young person in our community.

Our initiatives for academic year 2018-2019

Pupil Premium allowance = £62, 040

Please note, these costings are rough estimates for a full school year. Further information regarding success criteria and outcomes can be found in a more detailed copy of our Pupil Premium Plan.

Quality of Teaching and Learning - whole school. This focuses specifically on Reading, Writing and Maths for this year whilst school data defines us as a coasting school.	Estimated Cost
Action/Barrier	Cost
To strengthen reasoning and fluency in Maths <i>(please note, our SIP will provide more detail for subject specific initiatives to drive standards)</i>	£1500
To foster a love of reading across the school and engage parents and families with the initiative <i>(please note, a lot of new initiatives in Reading were introduced 2017-2018)</i> <i>(please note, our SIP will provide more detail for subject specific initiatives to drive standards)</i>	£500 for books for class novel.
INSET day for purposeful and engaging writing <i>(please note, our SIP will provide more detail for subject specific initiatives to drive standards)</i>	£2000
Cohort Dependent Actions for Quality of Teaching and Learning (this is based on PP data and where there are gaps in attainment and/or progress).	
Year 3 = Writing and Maths	
Strengthen transition from Years 2 to 3 to ensure any gap from KS1 to baseline is bridged by end of Year 3. <i>(please see above for additional strategies on Writing)</i>	£2000
Maths (reasoning and fluency)	
To strengthen reasoning and fluency in Year 4 Maths <i>(please see above for additional strategies on Writing)</i>	£500
Year 5 = Writing	
All Writing to be purposeful and engaging <i>(please see above for additional strategies on Writing)</i>	£500
Year 6 See SATS plan	

Barrier to Learning = Emotional and Physical Wellbeing (an Individual Plan)	Estimated Cost
Action/Barrier	
Staff member to go on a Positive Play refresher course	£175
Mental Health and well-being course	£175
Nurture group to be established	£3000
Learning Mentor one to one support	£14,850 (this will only begin part way through the year, this will not be the final amount for academic year)
Attendance incentives to encourage 100% attendance	£350
Social Circle support group 1x per week	Part of Learning Mentor role costed above
All PP children to access Breakfast Club for free (to include nurture style activities).	£125 per week x 39 = £4875 On average 25% PP = £1218 PP money.
Nurture programme 3 afternoons per week.	£8775
Nurture training 2x adults	£125 x 2

Barrier to Learning = Attainment and Progress for each PP child (an Individual Plan)	Estimated Cost
Action/Barrier	
Phonics intervention to be introduced	£1000 for resources and training
Lexia	£1165
Switch on Reading intervention	£125 per week x 39 = £4875
Toe by Toe	£125 per week x 39 = £4875
Maths Intervention	£125 per week x 39 = £4875
Precision Teaching	£125 per week x 39 = £4875
Memory Magic	£125 per week x 39 = £4875
Widening educational experiences	To be confirmed
Pupil Conferencing for all PP children.	£7200
Accelerated Reader intervention	£2220

How will we support LAC?

In addition to the above, our LAC will be provided with the following:

- Linking each child to a key person they can relate to. This will be chosen by both the child and the appropriate adults. Each LAC will be given dedicated time each day to discuss concerns or worries.
- Weekly meetings with parents/carers etc.. to establish strong links with all individuals involved.
- Track our LAC children as a special group with separate Pupil Progress meetings to ensure challenging targets are met.
- Designated teacher to have a key role in all forms of communication and decision making. LAC to be a standing item in all Safeguarding meetings.
- Ensure there is consistency for all LAC pupils in terms of adult support and any changes in routine discussed as soon as possible.
- Encourage all LAC to participate in after school clubs (free of charge) and Sporting/Arts events throughout the academic year.
- The additional money on top of the normal Pupil Premium grant to be used for bespoke support, e.g. laptops, support at home, tutoring etc...

Appendix 1-Barriers to Progress Form (initial meeting with parents)

Barriers To Progress Document		
This document aims to provide a guide to the barriers individual children may face to making required progress. A score of below 4 will not be enough to slow progress. A score of between 4 and 10 suggests barriers will slow progress. A score of 10+ suggests there are significant barriers to progress.		
Pupil:	Score:	
One	Two	Three
Behaviour		
Complaints from the school/ community	Anti-social/Racist behaviour	Police involvement
Home / school contact on a daily basis	Pre exclusion dialogue	Fixed term exclusion
Persistent disruptive behaviour		Involvement of behaviour support / Autism Outreach
Home Life		
Changes in family circumstances	Involvement of F.R.W.	Care Plan (CAF)
Frequently coming to school without breakfast	Acrimonious split between parents.	Death of close relative
Member of a large family, 3+ siblings	Living away from parents	Serious debt issues
Victim of racial abuse in community	Little or no engagement with school.	Illiterate parents
Family member with Mental Health issues	Serious (long term) illness of close relative.	'Hard to Reach' parents
	Substance abuse previous	Substance abuse current
Educational		
Previous SALT involvement	Current SALT involvement	SALT therapist involvement
Educational Psychologist report – previous	Educational Psychologist report – past year	Educational Psychologist report – current
EAL	Significant EAL language barriers	Involvement of support service for EAL
School action	School action plus	Statement
Social		
Latch key child	Experiencing bullying	Current involvement of Social Care (CPP)
Constantly falls asleep in class (sleeping issues)	Involvement in last 12 months of Social Care (CIN/TAC)	MARIC (domestic abuse) involvement
'Welfare' file	Involvement in conflict in the community	Child is registered CAHPS
	Poor housing conditions	
Medical		
Temporary disability	Regular intervention for physical needs.	Involvement of physical impairment service/school health
Regular illness		Regular hospital visits.
Attendance/ Mobility		
Nomadic life style!	Attended more than 2 schools in a Key Stage	Part of travelling/fair ground community
Less than 95% attendance	Less than 90% attendance	EWO involvement
Occasional lateness	Regular lateness	Persistent lateness
Mental Well Being		
Poor self esteem	Positive play /Nurture group	Involvement of CAMHS
		Self harming

Appendix 2-An example of individual of a personalised plan for a pupil to monitor progress

NAME: [REDACTED]

CURRENT YEAR GROUP: [REDACTED]

Previous Years Actions	End of year Progress			End of year attainment		
Year 4 GAPS booster Big Maths intervention Support for pantomime trip. Pupil conferencing for Writing <u>Lexia</u>	R	W	M	R	W	M
				4.6	4.3	4.3
2017-2018						
Autumn Actions	Termly Progress			Attainment/On track for ARE		
Year 5 GAPS booster Year 5 Big Maths intervention Pupil conferencing for Writing. <u>Lexia</u> Support from learning mentor when required.	R	W	M	R	W	M
Spring Actions	Termly Progress			Attainment/On track for ARE		
Opportunity to access breakfast club each morning. Year 5 GAPS intervention Year 5 Big Maths intervention Support for payment of trip to The Deep. <u>Lexia</u> Pupil conferencing for Writing. Support from learning mentor when required.	R	W	M	R	W	M
Summer Actions	Termly Progress			Attainment/On track for ARE		
	R	W	M	R	W	M