

# Pupil premium strategy statement: CANFORD HEATH INFANT SCHOOL

1. Summary information						
Academic Year	2016/17	Total number of pupils	354	Date of Report	Dec 2016	
Proposed Pupil Premium Funding	£74,220	Number of pupils eligible for PP EYFS	5	Number of pupils eligible for PP Y2	24	
Planned Pupil Premium Spending	£112,757	Number of pupils eligible for PP Y1	19			
Over/under spend	£38,537 overspend	Total number of Pupil Premium Pupils and percentage of school			48	14 %

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Low percentage of pupils who are PP in EYFS, this does not appear to be reflective of the cohort and many pupils may be missing out on additional PP funding that may be eligible.
<b>D.</b>	Attainment gap in writing between PP and non PP needs to be closed. Structured writing interventions to be explored.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A.</b>	Attendance rates for pupils eligible for PP are 95.36% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment outcomes at the end of KS1.	Pupils eligible for PP make rapid progress by the end of the year so that the gap between PP outcomes and others has closed by the end of KS1.
<b>B.</b>	Higher rates of progress across KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing. Measured also in Y1 by teacher assessments and successful moderation practices established across and beyond the multi-academy trust (MAT).
<b>C.</b>	All pupils to achieve their potential and overcome any external barriers to their learning.	Fewer behaviour incidents recorded for these pupils on the school system and improved emotional health and well-being.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95.36% to 97.27% in line with 'other' pupils.

4. Planned expenditure					
Academic year		2016/17			
The three headings below demonstrates how the school is 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 actions / approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
Improve expertise of parents to enable them to support their children with learning at home.	Parent workshops	The school runs a variety of workshops including maths, reading, phonics and GPS in order to help parents develop their understanding of the curriculum, its expectations and teaching pedagogy that their child encounters. This supports parents in helping their children at home.	Previous positive feedback from parents.  Research on impact of parents on children's progress in learning.	£1600	July 2017
Improve assessment system for pupils so that Key Performance Indicators are clear and feedback has the highest impact.	Purchase and implementation of improved whole school assessment system	This assessment system (Insight) is specific and clearly allows us to identify Key Performance Indicators to ensure assessment for learning is highly effective.  It supports staff in securely assessing pupils, identifying gaps and ensuring assessment and recording of all pupils is accurate.	Package has been reviewed, researched and evaluated by Assessment Leads and Headteacher.  Trial of package for desired use has been effective.  More accurate tracking and assessment is proven to lead to improved teaching and learning and greater progress.	£1200	Jan 2017
<b>Total budgeted cost</b>				£2,800	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen actions/approaches</b>	<b>Details of this approach/action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Cost to school</b>	<b>When will you review implementation?</b>
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS1.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS1.</p>	<p>After school booster classes in Spring Term for targeted children who are off track to meet their targets.</p> <p>Level 2 TAs to support pupils in the classroom with immediate intervention.</p> <p>Recruitment of a Level 3 teaching assistants to release class teachers to provide same-day interventions to targeted pupils.</p> <p>Reading Recovery for targeted pupils.</p> <p>Designated leadership for ensuring progress for PP pupils.</p>	<p>Some of the students need targeted support to catch up. This is an after school programme which will focus on individuals who require smaller group work to close the gaps. Experienced class teachers will use dis-aggregated time to provide after school sessions to targeted groups each week, in the second half of the Spring term.</p> <p>Level 2 TAs support pupils to make accelerated progress in the classroom.</p> <p>Level 3 TAs recruited to cover afternoon classes, under general supervision of teacher, so that class teacher can carry out same day intervention with pupils to ensure they are kept on track.</p> <p>Daily 1:1 reading intervention with targeted pupils.</p> <p>Recruit Pupil Premium Champion and provide leadership support and time to ensure the focus on PP is appropriate and robust. Use of Inclusion Lead time to provide effective support for pupils who also have SEN and PP status.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Class teachers know their pupils' gaps the best, having undertaken the quality first teaching, so they are the best placed, and most skilled at working with individuals on the same day to ensure they close any gaps in learning.</p> <p>Level 2 and Level 3 TAs provide highly effective support and intervention daily to targeted pupils.</p> <p>Reading recovery has proven highly effective at supporting pupils on a 1:1 basis and closing the gap in reading.</p> <p>Case studies of schools where there is a PP Champion have shown that the relentless focus on PP pupils and the additional resources and support they need, have proved that these pupils make better progress and the gaps in progress and attainment are lower.</p>	<p>£2,772</p> <p>£14,622</p> <p>£6,526</p> <p>£16,215</p> <p>£9,889</p>	<p>July 2017</p>
<p>Improve the speech and language gaps in pupils for whom difficulties are encountered in this area.</p>	<p>Training of a key member of staff to achieve a Speech and Language, Communication Needs (SLCN) qualification to support the school's needs.</p>	<p>Research on the effectiveness of this training/qualification has indicated a high success rate at working with children with SPL needs.</p> <p>A number of PP children have speech and language barriers which hinders their ability to make progress. A skilled practitioner will be able to support these needs.</p>	<p>High quality training and qualification provided by renowned provider.</p> <p>Clear assessments of those pupils who display SPL gaps or issues.</p> <p>Well designed and timetabled programme of support to be put into place to ensure best outcomes.</p>	<p>£1500</p>	<p>April 2017</p>

Improve attainment of more able PP children to ensure as many as possible achieve Greater Depth.	Booster classes from feeder junior school in maths, English and science during Autumn, Spring and Summer terms.	Enrichment sessions organised with feeder Junior School maths, English, science and history.  Commencing January 2017 – weekly.	Use of highly skilled junior colleagues to extend and enhance more-able PP children's skills and understanding.  KS2 colleagues are best placed to extend thinking and teaching for more-able pupils into the areas of the KS2 curriculum.	£1440	Mar 2017
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**Total budgeted cost** £52,964

### iii. Other approaches

Desired outcome	Chosen actions/approaches	Details of this approach/action	What is the evidence and rationale for this choice?	Cost to school	When will you review implementation?
Improved mental and emotional health for vulnerable learners.	Full time pastoral care worker employed across the school to support vulnerable families.	Impact of pastoral support of the school was recognised as PP best practice case study by the DfE.  Pastoral care workers provide behavioural support; liaison with social care; police liaison, outreach and counselling.	Feedback from pupils and parents demonstrates high levels of impact on pupils' well-being and therefore their access to learning.  School has very good reputation in community for providing quality care – including a number of LAC who have the school recommended to them.	£24,160	July 2017
	ELSA employed by the school to support vulnerable families and improve children's emotional health.	Fully trained ELSA provides quality emotional support to vulnerable families who need to overcome barriers to learning in order to fully access the curriculum and achieve their potential.	Children and families who have received ELSA support (counselling and emotional health support) and Art Therapy have improved their confidence and resilience and it has improved pupils' ability to concentrate in lessons and make good progress. They have been provided with strategies to help them to cope with their issues and access the curriculum with more confidence.	£9,906	
	Provision of Art Therapist to work regularly with pupils to overcome emotional and mental health issues.	Art Therapist works with targeted children and families to explore and overcome emotional issues which are barriers to learning.			£2,000

	Purchase of comprehensive pastoral care record system.	Purchase of My Concern record system to make pastoral care chronology and record keeping more robust.	System recommended by other schools for its effectiveness in ensuring vulnerable children have a holistic record of all aspects affecting their learning and well-being.	£612	
Improved attendance, punctuality and school-readiness for vulnerable learners.	Recruitment of HALO (Home Academy Liaison Officer) to support improved attendance of vulnerable children and families; and provide parenting support and guidance to targeted families.	The HALO is an experienced Educational Welfare Officer; Family Outreach Worker and Parenting Skills trained. The HALO leads a team of assistants who carry out policy and process to ensure levels of attendance is high; persistent absence is decreasing and that the Trust takes a zero tolerance approach to absence.	Excellent track record of improved attendance under the management of the HALO.  High levels of support provided by HALO for vulnerable families to help improve attendance.	£5,079	July 2017
	Provision of breakfast club, lunchtime club for vulnerable children.	Breakfast club offered daily to targeted families to encourage punctuality and healthy lifestyle, supporting vulnerable families who need it.  Lunchtime club is offered to vulnerable children who need supported play during lunch breaks.	Encouragement of punctuality, healthy eating and social time through attendance at breakfast club increases learning time and improves outcomes.  Support for vulnerable children during unstructured parts of the day, such as lunchtimes, leads to more productive afternoons of learning.	£3,700  £4,609	
	Provision of parenting classes for vulnerable families to improve lives and outcomes for pupils.	HALO is trained to provide parenting classes support for targeted parents to help support improvements in parenting at home.	Safe and secure home environments lead to children with improved mental health. Provision of parenting classes allows us to support parents in ensuring their child's home life is nurturing, safe and productive.	£500	
	Provision of home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.	Home visits for all EYFS pupils.  Home visits for new pupils who arrive 'in-year'.  Home visits for known vulnerable families.	The school is committed to supporting families in ensuring that the home environment is calm and secure for all pupils. We offer, provide and fund, where appropriate, parenting support and classes to help ensure children are well managed and cared for at home, including the setting of firm boundaries and behaviour management strategies. This support also includes ensuring parents aim to build loving, caring relationships with their children.  Pupils who are unknown to the Trust, or whom have particular vulnerabilities, will receive home visits from the Pastoral Care Team to help aid transition and provide the school with useful info on how it can help support the families of new pupils.	£3,732	

	Provision of free milk to PP children to improve health and well-being.	Free semi skimmed milk for all Pupil Premium children who wish to take up the offer.	Government policy – to improve health and well-being of vulnerable children.	£795	
Provision of additional life opportunities which may normally be out of reach for targeted pupils.	Provision of school uniform items for vulnerable families.	Certain items of school uniform to be funded by school for FSM and LAC families.	Mental health for vulnerable pupils is improved if they are able to 'belong' to their peer group, and a shared uniform allows this to develop. Support for funding this for vulnerable families is essential.	£200	
	Whole group (or targeted group) subsidy of particular trips to enhance curriculum and learning.	Financial subsidy for particular trips to encourage access to the curriculum for vulnerable families.	Curriculum trips and visits enhance learning and equality ensures all pupils can access this. In order for the school to carry out these enrichment activities, financial subsidy for targeted trips and pupils allows 100% inclusion and an improved learning experience for all pupils.	£1,700	
<b>Total budgeted cost</b>				<b>£56,993</b>	

**TOTAL PLANNED PUPIL PREMIUM SPEND 2016-2017 ~ £112,757**

5. Review of attainment / achievement in 2015-2016 from the previous plan				
<b>EARLY YEARS FOUNDATION STAGE (EYFS)</b>	<b>Good Level of Development Non PP pupils nationally</b>	<b>69%</b>	<b>Good Level of Development PP pupils school (No and %)</b>	<b>12 pupils 75%</b>
<b>YEAR ONE PHONICS</b>	<b>Met expected standard Non PP pupils nationally</b>	<b>83%</b>	<b>Met expected standard PP pupils school (No and %)</b>	<b>18 pupils 90%</b>
<b>KEY STAGE ONE 2016</b>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard in reading		66.7%		77%
% achieving Expected Standard in writing		38.9%		68%
% achieving Expected Standard in maths		55.6%		75%
		<i>Pupil eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>
% making expected or better progress from EYFS outcomes in reading		72%		86%
% making expected or better progress from EYFS outcomes in writing		67%		81%
% making expected or better progress from EYFS outcomes in maths		67%		82%

## 6. Review of expenditure 2015-2016 - Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Improve expertise of parents to enable them to support their children with learning at home.	<p>Parent workshops in curriculum and learning to facilitate parents' ability to support pupils' progress.</p> <ul style="list-style-type: none"><li>• Curriculum overview meeting</li><li>• Reading workshop</li><li>• Maths workshop</li><li>• Phonics workshop</li><li>• EYFS parents invited in on a weekly basis to support with home learning.</li></ul>	Parent workshops were well attended and positively received.	<p>Parent workshops will continue to be offered and slides put on website following the sessions.</p> <p>EG:</p> <ul style="list-style-type: none"><li>• Audit parents to better understand areas they would appreciate the support with their children's learning (Spring 2017)</li></ul>

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS1.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS1.</p>	<p>Additional individual / small group intervention programmes in Maths and English for those children who need extra support in order to reach their potential.</p> <p>Provision of intervention materials to support booster work for children who need to make more accelerate progress to close the gaps, e.g. Words First, Letters and Sounds phonics activities etc</p> <p>Speech and Language support</p> <p>Spirals intervention programme</p> <p>Extra Literacy support intervention programme Starting out programme (EY)</p>	<p>PP pupils received targeted intervention although there were still some gaps between PP and non PP children, especially in writing.</p> <p>Pupils received regular timetabled SALT support in school which eased teacher workload. The spirals packs were created which meant that sessions could be delivered with ease.</p> <p>Many teachers benefitted from having ELS support in school and observed the teacher in school.</p> <p>More PP children achieved GLD (75%) than non PP nationally (69%)</p>	<p>PP children will continue to receive targeted intervention. Lexia reading intervention was introduced last year and because of its impact, it will continue to run this year.</p> <p>TA audit of skills to be completed.</p> <p>Plan TA workshops to meet the needs of the school. Interventions need to be tracked more carefully to assess for impact.</p> <p>SENCO is researching evidence based interventions, particularly in writing.</p> <p>School seeking to enhance SLT provision by training a Speech Language and Communication Lead.</p> <p>ELS to continue in school and school to be used as an ELS training school.</p> <p>Many staff will be able to access this expertise.</p> <p>The excellent provision in EYFS to continue.</p>

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Improved mental and emotional health for vulnerable learners.	<p>Full time pastoral care worker employed across the school to support vulnerable families.</p> <p>ELSA employed by the school to support vulnerable families and improve children's emotional health.</p> <p>Setting up a Domestic Violence support group.</p>	<p>Vulnerable children and families have felt well supported by the pastoral care and ELSA support.</p> <p>We are still on the waiting list for this.</p>	<p>Investment in pastoral care and ELSA to continue to support our learners mental and emotional health.</p> <p>The ELSA support has been hugely beneficial with long waiting lists for external services. We need to continue to invest in ongoing training for school ELSA.</p>
Improved attendance, punctuality and school-readiness for vulnerable learners.	<p>Recruitment of HALO (Home Academy Liaison Officer) to support improved attendance of vulnerable children and families; and provide parenting support and guidance to targeted families.</p> <p>Provision of breakfast club and lunchtime club for vulnerable children.</p> <p>Provision of parenting classes for vulnerable families to improve lives and outcomes for pupils.</p> <p>Provision of home visits for families to improve understanding of home context and allow school to prioritise needs for support of pupils.</p> <p>Use of school minibuses to collect children from families where persistent absenteeism is high.</p>	<p>The gap between PP and non PP children's attendance was 2% last year, however this would have been wider without HALO support.</p> <p>Vulnerable children have a much smoother transition into school and into the afternoon with the club provision.</p> <p>HALO training on parenting courses has enhanced HALO expertise, although parenting sessions have not yet been offered due to current capacity.</p> <p>Home visits ease transition for EYFS children and help to develop a good relationship with families and school.</p> <p>Having this option has been valuable but it has not yet had to be used.</p>	<p>HALO expertise of working previously in CYPSC has been invaluable, as early Help has been provided without agency waiting lists, and HALO has a high level of experience and expertise to support families.</p> <p>Continue to offer this support for vulnerable learners.</p> <p>Need to consider HALO capacity and utilise the parenting services offered externally. HALO now able to complete thorough parenting assessment and referrals.</p> <p>Continue with home visits for all EYFS and begin for any new arrivals mid-year.</p> <p>Continue to have this available if needed.</p>

<p>Provision of additional life opportunities which may normally be out of reach for targeted pupils.</p>	<p>Funded clubs/activities</p> <p>Provision of school uniform items for vulnerable families.</p> <p>Whole group (or targeted group) subsidy of particular trips to enhance curriculum and learning.</p> <p>Change for Life club</p>	<p>A number of children have benefitted from funded clubs/activities.</p> <p>School uniform policy adhered to and families financially supported.</p> <p>Pupils able to access learning outside the classroom and the rich curriculum on offer.</p> <p>Fitness levels of pupils involved increased.</p>	<p>A lot of PP funding was spent to fund a variety of clubs for a small number of children which was not deemed a fair allocation for all children. To ensure consistency and fairness across the Trust, the school will assess carefully its spending on extra-curricular clubs for PP children.</p> <p>Small group tuition sessions will be offered for PP children after school and led by their class teachers.</p> <p>Continue to subsidise trips to enhance learning to ensure all pupils have the same experiences.</p> <p>More focussed curriculum based fitness will negate the need for an additional club. Active learning to be part of the usual school diet.</p> <p>SIP priority:</p> <ul style="list-style-type: none"> <li>• PP children given opportunities across the year to deepen their knowledge and understanding of healthy active lifestyles (ongoing)</li> </ul>
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