

# Pupil premium strategy statement: CANFORD HEATH INFANT SCHOOL

1. Summary information						
Academic Year	2017/18	Total number of pupils	360	Date of Report	Dec 2017	
Proposed Pupil Premium Funding	£63,360	Number of pupils eligible for PP EYFS	16 pupils 13%	Number of pupils eligible for PP Y1	5 pupils 4%	
Planned Pupil Premium Spending	£128,523	Number of pupils eligible for PP Y2	18 pupils 15%			
Over/under spend	£65,163 overspend	Total number of Pupil Premium Pupils and percentage of school			39	11%

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> )	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Children who are eligible for PP and have SEN need to make greater accelerated progress to reach the National standard for all pupils
C.	Lack of parental engagement and support at home for PP children means reading skills are not always practised regularly at home.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for pupils eligible for PP are below that of others. This reduces their school hours and causes them to fall behind on average. Lateness for PP pupils impacts on access to reading and writing.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment outcomes at the end of EYFS	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 EYFS
B.	Higher rates of progress across KS1 for pupils with SEN who are 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).
C.	All pupils to achieve their potential and overcome any external barriers to their learning.	Pupils eligible for PP make good progress in reading and writing

D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below (as 2016/17 PP PA was 8%). Overall PP attendance improves from 94.8 % (2016/17 data) to 97% in line with 'other' pupils.
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**4. Planned expenditure**

<b>Academic year</b>	<b>2017/18</b>
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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**

<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>
Improve levels of engagement with early reading and promote a love of books which leads to higher outcomes in reading.	Use of Bug Club in school	An online reading tool which can be used at school and at home. Offers access to a wide ranging library of ebooks and related activities. Can be used independently by all ages of children.	Evidence based resource – 18 month independent research, pupils using Bug Club made greater progress  This resource has been used with success in previous years.	£755	July 2018
<b>Total budgeted cost</b>				£755	

<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>	After school booster classes in Spring Term for targeted children who are off track to meet their targets.	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 Spring term.	<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>	£7681	July 2018
	Level 2 TAs to support pupils in the classroom with immediate intervention.	Level 2 TAs support pupils to make accelerated progress in the classroom.	Level 2 and Level 3 TAs provide highly effective support and intervention daily to targeted pupils.	£37,255	
	Level 3 teaching assistants to release class teachers to provide same-day interventions to targeted pupils.	Level 3 TAs 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.	Intervention provided by the class teachers will be more focussed and reflect better AfL than if delivered by separate TA.	£5231	
	Reading Recovery for targeted pupils.	Daily 1:1 reading intervention with targeted pupils.	Reading recovery has proven highly effective at supporting pupils on a 1:1 basis and closing the gap in reading.	£20,690	
	Designated leadership for ensuring progress for PP pupils.	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.	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.	£3631	

<p>Improve the speech and language gaps in pupils for whom difficulties are encountered in this area.</p>	<p>Provision of Speech and Language, Communication support for targeted PP children 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>£4029</p>	<p>April 2018</p>
<p>Improve attainment of more able PP children to ensure as many as possible achieve Greater Depth.</p>	<p>Booster classes from feeder junior school in maths, English and science during Autumn, Spring and Summer terms.</p>	<p>Enrichment sessions organised with feeder Junior School for maths, science and English.</p> <p>Commencing Spring 2 - weekly</p>	<p>Use of highly skilled junior school colleagues to extend and enhance more-able PP children's skills and understanding.</p> <p>Junior colleagues are best placed to extend thinking and teaching for more-able pupils into the areas of the KS2 curriculum.</p>	<p>£349</p>	<p>July 2018</p>
<p>Improve attainment outcomes for those pupils who are at risk of not meeting Expected Standard at end of KS1 in reading.</p> <p>Improve progress for those pupils who are at risk of not making expected progress by the end of KS1 in reading.</p>	<p>Provision of Lexia Reading intervention programme to support accelerated reading progress.</p>	<p>Individualised reading intervention, which closes the gap in reading decoding and comprehension.</p>	<p>Statistical track record of accelerated progress in reading for pupils who have undertaken this intervention.</p>	<p>£691</p>	<p>April 2018</p>
<b>Total budgeted cost</b>					<p>£79,557</p>

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.	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.	£25,136	July 2018
	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.	£10,366	July 2018
	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.	£625	July 2018
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.	£6421	July 2018
	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.	Encouragement of punctuality, healthy eating and social time through attendance at breakfast club increases learning time and improves outcomes.	£1000	

	<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>Provision of free milk to PP children to improve health and well-being.</p>	<p>Lunchtime club is offered to vulnerable children who need supported play during lunch breaks.</p> <p>Home visits for all EYFS pupils.</p> <p>Home visits for new pupils who arrive 'in-year'.</p> <p>Home visits for known vulnerable families.</p> <p>Free semi skimmed milk for all Pupil Premium children who wish to take up the offer.</p>	<p>Support for vulnerable children during unstructured parts of the day, such as lunchtimes, leads to more productive afternoons of learning.</p> <p>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.</p> <p>Government policy – to improve health and well-being of vulnerable children.</p>	<p>£571</p> <p>£1392</p> <p>£750</p>	
<p>Provision of additional life opportunities which may normally be out of reach for targeted pupils.</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>Certain items of school uniform to be funded by school for FSM and LAC families.</p> <p>Financial subsidy for particular trips to encourage access to the curriculum for vulnerable families.</p>	<p>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.</p> <p>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.</p>	<p>£1950</p>	
<b>Total budgeted cost</b>					<b>£48,211</b>

**TOTAL PLANNED PUPIL PREMIUM SPEND 2017-2018 ~ £128,523**

5. Review of attainment / achievement in 2016-2017 from the previous plan						
EARLY YEARS FOUNDATION STAGE (EYFS)	Good Level of Development Non PP pupils nationally	2016	2017	Good Level of Development PP pupils school (No and %)	2016	2017
		69%	73%		12 pupils 75%	5 pupils 20%
YEAR ONE PHONICS	Met expected standard Non PP pupils nationally	2016	2017	Met expected standard PP pupils (No and %)	2016	2017
		83%	83%		18 pupils 90%	14 pupils 82.4%
KEY STAGE ONE 2017  (Green indicates progress from the previous year)		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average)</i>		
		2016	2017	2016	2017	
% achieving Expected Standard in reading		67%	72%	77%	79%	
% achieving Expected Standard in writing		39%	68%	68%	72%	
% achieving Expected Standard in maths		56%	76%	75%	79%	
		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (school)</i>		
		2016	2017	2016	2017	
% making expected or better progress from EYFS outcomes in reading		72%	64%	86%	90%	
% making expected or better progress from EYFS outcomes in writing		67%	56%	81%	84%	
% making expected or better progress from EYFS outcomes in maths		67%	44%	82%	98%	

## 6. Review of expenditure 2016-2017 - Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
<p>Improve expertise of parents to enable them to support their children with learning at home.</p>	<p>Parent workshops in curriculum and learning to facilitate parents' ability to support pupils' progress.</p>	<p>Parents that attended the workshops reported that they felt better equipped to support their children. 2 workshops were delivered in spelling, Punctuation and Grammar.  Work with parents in Achievement for All project groups supported parents to read more regularly and effectively with their child.</p>	<p>Putting the slides on the website following the workshops allowed parents that were unable to attend the workshops to access the learning, or watch short clips of teaching.  Registers of attendance at parent information events in Autumn term indicated that the target group of parents of disadvantaged children were not attending. Provision of carefully selected resources to support home learning put in place: Mathletics licenses, Reading Bug com licenses, Lexia licenses for targeted PP pupils</p>
<p>Improve assessment system for pupils so that Key Performance Indicators are clear and feedback has the highest impact.</p>	<p>Purchase and implementation of improved whole school assessment system</p>	<p>Improved accuracy of tracking pupil outcomes and next steps. Planning is better informed by analysis of greatest needs in objectives.  Half-termly tracking of whole school outcomes for all groups of pupils is more effective.  Differences diminished in Years 1 and 2.</p>	<p>Summative assessment to be used alongside teacher tracking to form judgements. Question level analysis to be used more readily in response to summative assessment to further inform planning.</p>



## 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>After school booster classes in Spring Term for targeted children who are off track to meet their targets.</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 to support pupils in the classroom with immediate intervention to make accelerated progress in the classroom.</p> <p>Recruitment of a Level 3 teaching assistants to release class teachers to provide same-day interventions to targeted pupils. 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>Reading Recovery for targeted pupils.</p> <p>Designated leadership for ensuring progress for PP pupils. 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>KS1 outcomes have improved for pupils eligible for PP funding.</p> <p>Actions have impacted the PP group of children in terms of KS1 attainment.</p> <p>Teaching assistants have supported the provision of quality first teaching which has ensured the following rates of progress in Year 2:</p> <table border="1" data-bbox="1070 616 1415 695"> <thead> <tr> <th>Reading</th> <th>PP</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>Expected+</td> <td>88%</td> <td>94%</td> </tr> <tr> <td>Accelerated</td> <td>33%</td> <td>32%</td> </tr> </tbody> </table> <table border="1" data-bbox="1070 719 1415 799"> <thead> <tr> <th>Writing</th> <th>PP</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>Expected+</td> <td>100%</td> <td>93%</td> </tr> <tr> <td>Accelerated</td> <td>46%</td> <td>24%</td> </tr> </tbody> </table> <table border="1" data-bbox="1070 823 1415 903"> <thead> <tr> <th>Maths</th> <th>PP</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>Expected+</td> <td>96%</td> <td>100%</td> </tr> <tr> <td>Accelerated</td> <td>38%</td> <td>49%</td> </tr> </tbody> </table>	Reading	PP	Others	Expected+	88%	94%	Accelerated	33%	32%	Writing	PP	Others	Expected+	100%	93%	Accelerated	46%	24%	Maths	PP	Others	Expected+	96%	100%	Accelerated	38%	49%	<p>Continued targeted support, with a greater focus on the progress measure from EYFS to the end of KS1 will be needed in the 2017-18 academic year</p> <p>Booster classes and the provision of support staff has been successful</p> <p>Good or better progress is made in Year 2. Progress made by PP pupils still needs to equal or exceed that made by others.</p> <p>All pupils who received Reading Recovery intervention made expected or better progress</p> <p>Change in Deputy for Inclusion at start of 2017-18 academic year – additional systems need to be secured to target PP pupils who have SEN</p>
Reading	PP	Others																												
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<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>Of Year 2 PP children who received SLCN intervention, 100% made expected or better progress in reading and writing. 33% made accelerated progress in reading and writing.</p>	<p>An effective training qualification which will continue to aid SLCN support. Early identification to close gaps in EYFS is a priority.</p>																											
<p>Improve attainment of more able PP children to ensure as many as possible achieve Greater Depth.</p>	<p>Booster classes from feeder junior school in maths, English and science during Autumn, Spring and Summer terms.</p>	<p>Numbers of PP pupils achieving greater depth at the end of KS1 is higher than National results for reading and writing.</p>	<p>Continued focus on problem-solving and reasoning is needed to increase greater depth outcomes in maths</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>Provision of Art Therapist to work regularly with pupils to overcome emotional and mental health issues.</p> <p>Purchase of comprehensive pastoral care record system.</p>	<p>Of PP children receiving regular pastoral support or ELSA intervention, 87% made expected or better progress in reading, 100% in writing and 93% in maths.</p> <p>50% of PP children receiving pastoral support made accelerated progress in reading, 64% in writing and 66% in maths</p>	<p>Supervision is required for pastoral teams and ELSA workers to ensure their emotional welfare is being supported to enable them to be able to offer the families the support they need.</p> <p>Comprehensive pastoral care record system is excellent. Regular training is needed to ensure all staff use it consistently.</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, 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>Provision of free milk to PP children to improve health and well-being.</p>	<p>Attendance of PP children continues to improve: 2015-16: 94.7% 2016-17: 94.8% At time of report: 95.8%</p> <p>Home visits gave staff an oversight of any issues the child may / may not be facing which school may not otherwise have been aware of. It also allowed staff to better get to know the child and family to aid transition to school.</p> <p>Free milk was provided to all pupils who requested it – improving healthy diet.</p>	<p>Tracking of attendance to compare PP children against 'other' children, rather than the National target of 97% so that the gap between these groups can be monitored</p> <p>HALO has insufficient capacity to deliver parenting classes. As needs of PP families are so diverse, her time has been targeted to providing individualised support.</p> <p>Home visits should continue</p> <p>Free milk should continue</p>

<p>Provision of additional life opportunities which may normally be out of reach for targeted pupils.</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>Vouchers issued for uniform which enabled school uniform policy to be upheld</p> <p>Theatre trip and school based art project offered opportunity and experience that they would not otherwise have – improved life chances/opportunities.</p> <p>Able mathematicians extended in learning. All pupil premium pupils in group achieved greater depth (3 pupils)</p>	<p>School needs to encourage families to apply for the funding as there may be families that are not receiving the support they are entitled to.</p> <p>Some parents were seeking club to be paid for through PP finances, school to be clear of PP policy.</p>
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