

# Cavendish Close Infant and Nursery School

## Pupil Premium Strategy Statement 2018/19

Summary Information					
Headteacher	Mrs A J Brandon		Pupil Premium Strategic Leader	Mrs C Diffin Deputy Headteacher	
Chair of Governors	Mrs C Moore		Pupil Premium Governor Champion	Mrs C Moore	
Date of most recent PP strategy review: December 2018 (internal review)			Date for next PP strategy review: July 2019 (internal review)		
Total number of pupils in nursery (EYFS 1)	58	Number of pupils eligible for EYPP in nursery (EYFS 1)	10 <b>(17%)</b>	Total PP budget for nursery	10 X £300 <b>£3,000</b>
Total number of pupils in school (EYFS 2, Y1 and Y2)	254	Number of pupils eligible for PP in school (EYFS 2, Y1 and Y2)	61 PP 8 PP+ 69 overall <b>(27%)</b>	Total PP budget for school	61 X £1320= <b>£80,520</b> 8 X £2300= <b>£18,400</b> <b>£98,920</b>
Information correct as of 11/12/18				Total PP budget overall	<b>£101,920</b>

<b>Nursery PP Assessment Information 2017.18</b>			
13/63 PP children (20%)			
2 of the PP children have SEND (15%)			
	Reading	Writing	Maths
<b>Progress Measures</b>			
PP children making expected progress or better	61%	61%	62%
PP children making better than expected progress	23%	23%	8%
<b>Attainment Measures</b>			
On Entry – PP children reaching the expected level or above	46%	46%	38%
On Exit – PP children reaching the expected level or above	62%	54%	54%
<b>Diminishing Differences</b>			
On Entry – Gap between PP children and the whole group at the expected level or above	+13%	+16%	+8%
On Exit – Gap between PP children and the whole group at the expected level or above	+1%	-1%	-1%

<b>Reception PP Assessment Information 2017.18</b>			
22/88 PP children (25%)			
6 of the PP children have SEND (27%)			
	Reading	Writing	Maths
<b>Progress Measures</b>			
PP children making expected progress or better	100%	100%	100%
PP children making better than expected progress	41%	23%	36%
<b>Attainment Measures</b>			
On Entry – PP children reaching the expected level or above	9%	14%	9%
On Exit – PP children reaching the expected level or above	50%	41%	59%
<b>Diminishing Differences</b>			
On Entry – Gap between PP children and the whole group at the expected level or above	0%	-11%	-6%
On Exit – Gap between PP children and the whole group at the expected level or above	-18%	-15%	-7%

Year 1 PP Assessment Information 2017.18			
24/81 PP children (30%)			
11/24 of the PP children have SEND (46%)			
	Reading	Writing	Maths
Progress Measures			
PP children making expected progress or better	92%	96%	92%
PP children making better than expected progress	29%	25%	21%
Attainment Measures			
On Entry – PP children reaching the expected level or above	42%	33%	38%
On Exit – PP children reaching the expected level or above	50%	50%	50%
On Entry – PP children reaching greater depth	4%	4%	8%
On Exit – PP children reaching greater depth	8%	8%	13%
Diminishing Differences			
On Entry – Gap between PP children and the whole group at the expected level or above	-22%	-20%	-25%
On Exit – Gap between PP children and the whole group at the expected level or above	-15%	-14%	-20%

Year 2 PP Assessment Information 2017.18			
26/84 PP children (31%)			
11/26 of the PP children have SEND (42%)			
	Reading	Writing	Maths
Progress Measures			
PP children making expected progress or better	100%	100%	100%
PP children making better than expected progress	15%	23%	27%
Attainment Measures			
On Entry – PP children reaching the expected level or above	50%	42%	50%
On Exit – PP children reaching greater depth	62%	62%	69%
On Entry – PP children reaching greater depth	15%	12%	8%
On Exit – PP children reaching greater depth	19%	15%	19%
Diminishing Differences			
On Entry – Gap between PP children and the whole group at the expected level or above	-21%	-23%	-18%
On Exit – Gap between PP children and the whole group at the expected level or above	-20%	-17%	-14%

<b>National 2018</b> FSM children reaching the expected level or above	60% (-1% from 2017)	53% (+1% from 2017)	61% (+1% from 2017)
<b>National</b> gap between FSM and all children at the expected level or above	+15% (+1% from 2017)	+17% (+1% from 2017)	+15% (= to 2017)

<b>Key Stage 1 PP Assessment Information 2017.18</b>	
Year 1 - 24/81 PP children (30%)	
Year 1 - 11/24 of the PP children have SEND (46%)	
Year 2 - 26/84 PP children (31%)	
Year 2 - 11/26 of the PP children have SEND (42%)	
<b>Year 1 Phonics Screening Check</b>	
PP children reaching the expected standard (32 or more)	67%
National FSM 2018	70%
<b>Year 2 Phonics Screening Check - Cumulative</b>	
PP children reaching the expected standard (32 or more)	88%

## Barriers to future attainment for children eligible for PP

### In-school barriers

A.	<p><b>Identified need for greater consistency with regard to Quality First Teaching meeting the needs of PP children in all year groups.</b></p> <p>Focus areas: Create awe and wonder through <b>Great topics</b> within a <b>High quality curriculum</b>.          Further develop <b>Teaching for mastery</b> and <b>Learning without limits</b>.          Embed <b>Interactive teaching</b> approaches. Chunk learning with <b>Active breaks</b> in between.          Further develop <b>Collaborative learning</b> strategies.          Embed the use of <b>Effective feedback</b> – Prioritise PP children for <b>Feedback First</b>. Feedback to be timely, specific and actionable.</p>
B.	<p><b>Delayed speech, language and communication skills of PP children continue to have a negative impact on development, learning, progress and social inclusion. This includes focus and attention skills, learning behaviours and vocabulary.</b></p> <p>Focus areas: Develop <b>Question rich classrooms</b>. Make good use of Bloom’s Taxonomy.          Prioritise <b>Vocabulary development</b> and the use of <b>Stem sentences</b>.          Implement the <b>Sensible Seat</b> strategy. Consideration is given to where best to position PP children (where in the learning environment and who next to).          Maximise outcomes from the <b>Early Talk Boost/Talk Boost</b> intervention programmes. Share best practice.</p>
C.	<p><b>Intervention programmes are increasingly effective in isolation although impact back within the classroom is not always evident and children are not always transferring their newly acquired skills. PP children occasionally miss out on opportunities for intervention.</b></p> <p>Focus areas: Improve the leadership of the <b>Key Stage 1 ‘Read It, Write It’</b> intervention programme with support and challenge from our Educational Psychologist. Maximise outcomes from the intervention programme. Share best practice.          Maximise outcomes from all intervention programmes – with a focus on <b>Transference of skills</b> back in the classroom environment. Ensure <b>Provision mapping</b> has a renewed focus on impact evaluation. The right children are chosen for the right intervention at the right time.          Ensure <b>Support staff are deployed effectively</b>. Implement <b>Best Buddy</b> opportunities for PP children to meet individual needs.</p>

### External barriers

D.	<p><b>Overall attendance remains below the national average. Some ongoing issues with punctuality and persistent absenteeism. Support for reading at home has been an issue for PP children.</b></p> <p>Focus areas: <b>Improve attendance and reduce persistent absenteeism</b> - Overall and for PP children. Implement secure systems to address poor attendance and punctuality. Develop the leadership of attendance. Ensure roles and responsibilities of stakeholders are clear. Promote and reward good attendance.          Embed the <b>Reading Rainbow reward system (rewarding reading at home)</b>. Develop communication with parents. Share best practice to secure maximum impact. Secure PP parental engagement with reading workshops and parents’ evenings.</p>
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	Desired outcomes and how they will be measured	Success criteria
A.	<p>Teachers and TAs have a shared understanding of what constitutes good and outstanding teaching, learning and assessment.</p> <p>A <b>Teaching and Learning (T &amp; L) Champion</b> is established in each year group. Leading by example. Curriculum review leads to a <b>High quality curriculum</b> for our children.</p> <p>A <b>Teaching and Learning Handbook</b> is established. Achieving clarity about our School Pedagogy. <b>Teaching for mastery</b> and <b>Learning without limits</b> is implemented using an Earth, Moon and Stars approach. Children challenge themselves to ‘reach for the stars’.</p> <p><b>Interactive teaching</b> approaches are well embedded. A consistent approach across school.</p> <p><b>Collaborative learning</b> strategies engage all children in learning opportunities.</p> <p><b>Effective feedback</b> is timely, specific and actionable. PP children are prioritised for <b>Feedback First</b>.</p> <p>PP Leader and T&amp;L Champions monitor the quality of teaching via planning scrutiny, learning walks, book scrutiny, pupil voice and assessment information. Target: 100% Good and 50% Outstanding.</p>	<p>Our high quality curriculum meets the needs of our children.</p> <p>Consistently good or better Quality First Teaching leads to good or better outcomes for PP children.</p> <p>No teaching is less than good. Our school expectations are explicit. A consistent approach to teaching and learning is established.</p> <p>More PP children make accelerated progress.</p> <p>More PP children are working at the expected level for their age.</p> <p>More PP children are achieving greater depth in their learning.</p>
B.	<p>Improved speech, language and communication skills enable PP children to make more rapid progress in Reading, Writing and Mathematics. <b>Half-termly Pupil Progress Meeting focus</b>.</p> <p>There is a whole school focus on <b>Vocabulary development</b> in <b>Question rich classrooms</b>. Teachers plan high quality questions. <b>Stem sentences</b> are modelled to children to enable them to structure sentences successfully.</p> <p>Consideration is given to where best to position PP children (where in the learning environment and who next to) – <b>Sensible Seat</b>.</p> <p>The <b>Early Talk Boost</b> and <b>Talk Boost</b> intervention programmes are well embedded. Outcomes are maximised, including transference of skills within the classroom. <b>Termly impact evaluation</b>.</p>	<p>Mastery level language is evident in classrooms. Key vocabulary is taught and modelled.</p> <p>The right questions are asked to the right children at the right time.</p> <p>Children are questioners.</p> <p>Early Talk Boost and Talk Boost intervention narrows the gaps between children with language delay and their peers.</p>
C.	<p>High quality <b>Read It, Write It</b> intervention is increasingly effective with the support of our Educational Psychologist. All staff are trained to use the approach to support the development of basic skills. Good use is made of assessment information. <b>Termly impact evaluation</b>. Literacy Subject Leader is effective leading the intervention.</p> <p><b>Provision mapping</b> has a renewed focus on impact evaluation. The right children are chosen for the right intervention at the right time. There is a focus on <b>Transference of skills</b> back in the classroom.</p> <p>Best use is made of all support staff. A <b>Best Buddy</b> system is embedded to meet the individual needs of PP children. <b>Termly analysis of class provision maps</b>.</p>	<p>Read It, Write It intervention enables children struggling to develop early literacy skills to make secure progress with basic skills.</p> <p>A shared understanding of intervention programmes is established.</p> <p>Support staff are used effectively to maximise personal and academic outcomes for PP children.</p>
D.	<p><b>Attendance is improved</b> for all children, including PP children. <b>Persistent absenteeism is reduced</b> for all children, including PP children. <b>Punctuality is improved</b>. Good use is made of our EWO. Systems are effective. <b>Regular analysis of attendance data</b>. Roles and responsibilities of stakeholders are clear.</p> <p><b>Reading Rainbow</b> system (rewarding reading at home) is fully embedded across school. PP children read more regularly at home, as evidenced by parents/carers signing in reading diaries. <b>Termly analysis of Reading Rainbow system (rewarding reading at home) data</b>. Attendance at parents’ evenings and reading workshops is good.</p>	<p>PP attendance is 95% or above.</p> <p>PP persistent absence is 10% or below.</p> <p>PP children read at home with parents/carers signing in reading diaries on a weekly basis. Teachers regularly target parents/carers that do not meet our expectation offering support and challenge.</p> <p>PP parents/carers attend parents’ evenings and workshops.</p>

## Pupil Premium (PP) Action Plan 2018/19

Focus Area	Cost(s)	Objective(s), including strategies	Key Leader	Outcomes / Success Criteria	Evaluation of impact
<b>Identification of PP children</b>	Link 2 ICT resource, admin time. <b>£1000</b>	<ul style="list-style-type: none"> <li>- School Administrator regularly checks all systems for children that are eligible for Free Schools Meals.</li> <li>- Headteacher and Deputy Headteacher ensure sure all LAC and Post LAC children are identified.</li> </ul>	Mrs. N. Tusa (School Business Manager)	<ul style="list-style-type: none"> <li>- PP Strategic Leader takes responsibility for updating our school PP register.</li> <li>- Teachers and TAs know which children are eligible for PP funding.</li> </ul>	
School PP <b>Policy</b> and <b>Guidance</b>	Leadership time.	<ul style="list-style-type: none"> <li>- PP Strategic Leader reviews PP Policy and Guidance annually.</li> <li>- PP Policy and Guidance shared with teachers, TAs and governors, leading to a shared understanding about why we have PP funding and what influences our funding decision making.</li> </ul>	Mrs. C. Diffin (DHT/ PP Strategic Leader)	<ul style="list-style-type: none"> <li>- School PP Policy and Guidance accessible on our school website.</li> <li>- PP Guidance is up to date with DfE allocations and conditions of grant. PP Strategic Leader takes responsibility for keeping stakeholders up to date.</li> <li>- Our website is compliant for PP.</li> </ul>	
Access to <b>Research</b>	Leadership time.	<ul style="list-style-type: none"> <li>- PP Strategic Leader shares quality research with T &amp; L Champions.</li> <li>- Teachers engage with research during half-termly PP staff meetings.</li> </ul>	Mrs. C. Diffin (DHT/PP Strategic Leader)	<ul style="list-style-type: none"> <li>- Good use is made of the EEF Toolkit.</li> <li>- Good use is made of EEF Guidance reports and Recommendation summaries.</li> <li>- Reliable research increasingly influences our practice.</li> </ul>	
High Quality <b>Professional Development</b> for the PP Leadership Team	External training and cover. <b>£2500</b>	<ul style="list-style-type: none"> <li>- PP Leadership Team to access high quality training to enable them to lead our PP Strategy with expertise and enthusiasm.</li> <li>- Effective use and evaluation of the Pupil Premium (Derby Research School Programme). <b>CD</b></li> <li>- Improving outcomes for all – Keeping up not catching up (Clive Davies, Focus Education). <b>CD &amp; AO</b></li> <li>- Ensuring the learning challenge curriculum is knowledge-rich and assessed appropriately (Clive Davies, Focus Education). <b>CS</b></li> <li>- Breaking the vocabulary barrier (Ros Ferrara, Focus Education). <b>MB</b></li> </ul>	Mrs. C. Diffin (DHT/PP Strategic Leader)  Miss. M. Baggott Mrs. A. Orme Miss. C. Swain (Teaching and Learning Champions)	<ul style="list-style-type: none"> <li>- PP Leadership Team to be outward facing.</li> <li>- PP Strategic Leader to engage with the Derby Research School 3 day PP Programme. Working with other PP Leaders and engaging with research.</li> <li>- T &amp; L Champions to access Focus Education training that relates to how our PP Strategy is progressing.</li> <li>- PP Leadership Team to lead professional development opportunities with expertise and enthusiasm – Half-termly PP staff meetings.</li> </ul>	

<p>Our <b>Teaching and Learning Handbook</b> is developed and established as our School Pedagogy.</p> <p><b>Quality First Teaching</b> is improved.</p>	<p>Leadership time, internal training and TA focused support within classrooms for Literacy and Mathematics. <b>£40,000</b></p>	<p>- Our School Pedagogy is consistently implemented. - Key themes for the Teaching and Learning Handbook: 1. <b>Teaching for mastery</b> and <b>Learning without limits</b> is implemented using our Earth, Moon and Stars challenge approach. 2. <b>Interactive teaching</b> approaches are well embedded. 3. <b>Collaborative learning</b> strategies engage all children in learning experiences. 4. <b>Effective feedback</b> is timely, specific and actionable. 5. <b>Vocabulary development</b> is prioritised in <b>Question rich classrooms</b>. Teachers plan high quality questions. Children's questions are valued.</p>	<p>Mrs. C. Diffin (DHT/PP Strategic Leader)</p> <p>Miss. M. Baggott Mrs. A. Orme Miss. C. Swain (Teaching and Learning Champions)</p>	<p>- Consistently good or better Quality First Teaching leads to good or better outcomes for all PP children. 1. Children 'reach for the stars' and learn independently. 2. Children are active learners and levels of engagement are consistently high. PP children sit in the right place and next to the right peers to maximise learning – <b>Sensible Seat</b> strategy. 3. Groupings are flexible and children work with peers of all abilities. Children learn with and from each other. 4. PP children are prioritised for <b>Feedback First</b>. 5. <b>Stem sentences</b> are modelled to children to enable them to structure sentences successfully.</p>	
<p><b>Curriculum Review</b></p>	<p>Leadership time. <b>£1000</b></p>	<p>- SLT keep up to date with the development of the new Ofsted framework in relation to curriculum intent, implementation and impact. - Key Stage Leaders work through a Focus Education self-review tool, identifying how we can improve our curriculum. - Our knowledge-rich, broad and balanced curriculum is ambitious and challenging.</p>	<p>Mrs. C. Howett Mrs. N. Asghar (Assistant Headteachers)</p>	<p>- Our high quality curriculum meets the needs of our children. - We achieve strong curriculum intent, implementation and impact. - We achieve curriculum cohesion. - Basic skills are embedded across the curriculum. - Headteacher and Deputy Headteacher continue to support the development of Subject Leaders. Curriculum responsibilities are clear. Accountability is high.</p>	
<p>Half-termly <b>PP Staff Meetings</b></p>	<p>Leadership time.</p>	<p>- PP Leadership Team plan high quality professional development meetings every half-term. There is a focus on developing a consistent approach to teaching and learning – our School Pedagogy. Meetings include opportunities to engage with research and share good practice.</p>	<p>Mrs. C. Diffin (DHT/PP Strategic Leader)</p>	<p>- Staff engage fully with PP staff meetings. They are pacey, active and memorable. The PP Leadership Team model our School Pedagogy. Staff leave clear about the next steps with our PP Strategy.</p>	
<p>Half-termly <b>Pupil Progress Meetings</b></p>	<p>Leadership time, OTrack resource and training.</p>	<p>- PPMs have a clear focus on the achievement of PP children: 1. Is PP attainment rising?</p>	<p>SLT Mrs. C. Diffin (Deputy</p>	<p>- High quality professional dialogue focuses on improving outcomes for all. - There is a clear focus on the</p>	



	<b>£2500</b>	<p>2. Is PP progress good or better?</p> <p>3. Is the gap decreasing?</p> <p>- 'OTrack' is set up for the revised Key Stage 1 assessment system. This allows for more intelligent data analysis.</p> <p>- There are PP performance management targets for all teachers and TAs.</p>	<p>Headteacher) Mrs. C. Howett Mrs. N. Asghar (Assistant Headteachers)</p>	<p>achievement of PP children and removing barriers to learning.</p> <ul style="list-style-type: none"> <li>- PP outcomes continue to improve.</li> <li>Raised attainment, narrowing of gaps and good progress can be evidenced.</li> <li>- Staff are clear about target children (those with potential).</li> <li>- There is a culture of high expectations.</li> <li>- Teacher accountability is high.</li> </ul>	
<b>Termly PP Action Planning</b>	Leadership time.	<ul style="list-style-type: none"> <li>- Teachers reflect termly on PP children's strengths and barriers to learning and development. They then plan appropriate action/intervention.</li> <li>- PP Strategic Leader looks for patterns and provides support and challenge to teachers.</li> <li>- Staff agree on a school definition of disadvantage. School criteria is implemented and used to measure the depth of disadvantage that PP children face.</li> </ul>	<p>Mrs. C. Diffin (DHT/PP Strategic Leader)</p>	<ul style="list-style-type: none"> <li>- Teachers identify the strengths of PP children.</li> <li>- Teachers are able to identify barriers to learning and development. They can then implement appropriate provision and measure impact.</li> <li>- PP Strategic Leader has a clear overview of strengths and needs across school.</li> <li>- Teachers identify CARD children (Children At Risk of Disadvantage) that are not eligible for PP. This information enables us to recognise <u>all</u> of our disadvantaged children.</li> </ul>	
<b>Half-termly PP Learning Walks</b>	Leadership time. <b>£2500</b>	<ul style="list-style-type: none"> <li>- PP Leadership Team monitor the consistent implementation of our PP Strategy in all year groups every half-term. There is a clear focus on PP children and their learning.</li> <li>- There is a T &amp; L Champion for every year group. The PP Strategic Leader supports and challenges the T &amp; L Champions as they monitor the quality of teaching and learning for PP children.</li> <li>- Teachers are given feedback ('What's Working Well' and 'Even Better If').</li> </ul>	<p>Mrs. C. Diffin (DHT/PP Strategic Leader)</p> <p>Miss. M. Baggott Mrs. A. Orme Miss. C. Swain (Teaching and Learning Champions)</p>	<ul style="list-style-type: none"> <li>- The outcomes of the learning walks are evaluated and used to drive further improvements in teaching and learning.</li> <li>- The 'Teaching and Learning Handbook' is being consistently implemented to good effect.</li> <li>- Consistently good or better Quality First Teaching leads to good or better outcomes for PP children.</li> <li>- A consistent approach to teaching and learning is evident in all year groups.</li> </ul>	
<b>Best use of Support Staff</b>	Leadership time, TA focused support. <b>£15,000</b>	<ul style="list-style-type: none"> <li>- TA Appraisal system is used to improve the effectiveness of the TA workforce. TAs receive high quality professional development. Their work is monitored and feedback ensures that they are increasingly effective.</li> </ul>	<p>SLT Mrs. C. Diffin (Deputy Headteacher) Mrs. C. Howett</p>	<ul style="list-style-type: none"> <li>- 2018 TA Appraisal focus – Mastery in Maths.</li> <li>- 2019 TA Appraisal focus – PP Strategy, T &amp; L Handbook in particular. EEF Research on making best use of TAs</li> </ul>	

		<ul style="list-style-type: none"> <li>- <b>Provision mapping</b> has a renewed focus on impact evaluation. The right children are chosen for the right intervention at the right time.</li> <li>- There is a focus of <b>Transference of skills</b> back in the classroom.</li> <li>- Our <b>Best Buddy</b> system is embedded to meet the individual needs of PP children.</li> </ul>	Mrs. N. Asghar (Assistant Headteachers)	<ul style="list-style-type: none"> <li>- Before and after data demonstrates good impact.</li> <li>- PP children are prioritised for intervention. Their learning is embedded when they are encouraged to transfer their skills back in the classroom.</li> <li>- Support staff are used effectively to maximise personal and academic outcomes for PP children.</li> </ul>	
<p>Developing Speech, Language and Communication Skills, including vocabulary – Target children with delay.</p> <p><b>Early Talk Boost and Talk Boost Intervention Programmes (All 4 year groups)</b></p>	<p>Leadership time, TA hours, training and resources. <b>£15,000</b></p>	<ul style="list-style-type: none"> <li>- The right children access ETB/TB at the right time.</li> <li>- ETB/TB to be implemented in all 10 classes. 1 programme each term. ETB X 6chn, TB X 4chn.</li> <li>- Delivered by trained class TAs.</li> <li>- New staff to access training.</li> <li>- Leader to monitor sessions for quality. Give feedback.</li> <li>- Develop ETB/TB delivery by sharing expertise. TAs supporting and challenging each other.</li> <li>- In school training for teachers on whole class teaching strategies from ELKLAN and ECaT.</li> <li>- Leader to develop S,L&amp;C assessment for KS1.</li> </ul>	Mrs. C. Howett (Speech, Language and Communication Leader)	<ul style="list-style-type: none"> <li>- Teachers know who has accessed ETB/TB previously. Children can access ETB/TB more than once.</li> <li>- PP children are prioritised for this intervention, White British boys in particular. EAL and SEND children can be involved where appropriate.</li> <li>- 3 quality sessions are delivered in all 10 classes every week.</li> <li>- Before and after data demonstrates good outcomes.</li> <li>- ETB/TB children transfer their skills into the classroom environment.</li> <li>- Teachers prioritise vocabulary development.</li> <li>- Teachers understand S,L&amp;C age related expectations.</li> </ul>	
<p>Developing early reading and writing skills – Target children working below ARE.</p> <p><b>Read It, Write It Intervention Programme (4 groups in KS1)</b></p>	<p>Leadership time, HLTA hours, training, resources and Educational Psychology time. <b>£10,000</b></p>	<ul style="list-style-type: none"> <li>- 4 KS1 target groups to be implemented consistently. Reviewed termly.</li> <li>- Delivered by trained HLTAs.</li> <li>- New staff to access training.</li> <li>- Monitor sessions for quality. Ensure that regular assessment leads to precision teaching.</li> <li>- Leader to evaluate impact termly.</li> <li>- Ongoing support and challenge from our Educational Psychologist.</li> <li>- Training for teachers on using the RIWI approach in the classroom.</li> <li>- RIWI workshop for parents/carers to support learning at home.</li> </ul>	Mrs. N. Asghar (Literacy Team Leader)	<ul style="list-style-type: none"> <li>- Intervention is increasingly effective.</li> <li>- PP children working below ARE are prioritised for this intervention, White British boys in particular. SEND children can be involved where appropriate.</li> <li>- 5 quality sessions are delivered for all 4 groups every week.</li> <li>- Regular assessment leads to precision teaching. Teachers know the RIWI prioritises for the children in their class.</li> <li>- Before and after data demonstrates good outcomes.</li> <li>- RIWI children transfer their skills into the classroom environment.</li> </ul>	

				- Teachers use the RIWI approach within Quality First Teaching.	
<p>Increasing <b>Parental engagement</b> in supporting learning at home.</p> <p>Encouraging parents/carers to read regularly with their children at home – using the <b>Reading Rainbow</b> reward system as an incentive.</p> <p><b>Quality Reading</b></p>	<p>Leadership time, TA hours, and resources. <b>£10,000</b></p>	<ul style="list-style-type: none"> <li>- Raise the profile of the Reading Rainbow reward system across school.</li> <li>- To raise the percentage of PP children reading regularly at home.</li> <li>- All PP children to finish the year on 'Blue' or beyond (over 10 weekly reads). Minimum expectation.</li> <li>- 80% of PP children to finish the year on 'Violet' or beyond (over 22 weekly reads). Whole school target.</li> <li>- 100% of PP parents/carers to engage with termly Parents Evenings.</li> <li>- 100% of PP parents/carers to engage with Reading and Maths workshops.</li> <li>- Class TAs to target PP children for weekly (minimum) quality reading sessions. Children who don't read regularly at home are prioritised for extra reading in school.</li> </ul>	<p>Miss A. Doxey (Reading Leader)</p> <p>Mrs C. Diffin Mrs C. Howett Mrs N. Asghar (Teacher Appraisal Leaders)</p>	<ul style="list-style-type: none"> <li>- Consistent use of the Reading Rainbow reward system across school.</li> <li>- Leader to share data with class teachers regularly. Good practice is shared.</li> <li>- Children are motivated to read at home.</li> <li>- PP children read regularly with adults, leading to improved reading outcomes.</li> <li>- Class teachers encourage, support and challenge PP parents/carers about sharing reading experiences at home.</li> <li>- Class teachers have positive relationships with PP parents/carers.</li> <li>- PP parents/carers feel comfortable attending workshops.</li> <li>- Class teachers ensure that TAs support reading effectively.</li> </ul>	
<p>Increasing <b>Attendance</b> and <b>Punctuality</b>.</p> <p>Decreasing <b>Persistent Absenteeism</b>.</p>	<p>Leadership time and resources. <b>£2500</b></p>	<ul style="list-style-type: none"> <li>- Improve the attendance of PP children to 95% or above.</li> <li>- Decrease the persistent absence of PP children to 10% or below.</li> <li>- Work with parents to improve punctuality where there is a pattern of late arrivals.</li> <li>- Leader works effectively with our EWO to improve attendance.</li> <li>- Good attendance is rewarded in line with school policy.</li> <li>- Children are motivated to be an attendance HERO (Here Every day, Ready On time).</li> </ul>	<p>Mrs N. Asghar (Attendance Leader)</p> <p>Mrs C. Diffin Mrs C. Howett Mrs N. Asghar (Teacher Appraisal Leaders)</p>	<ul style="list-style-type: none"> <li>- Consistent implementation of the Attendance Policy by all staff.</li> <li>- PP children have good attendance and punctuality, leading to better outcomes in their learning.</li> <li>- Leader to share attendance data with class teachers half-termly. Good practice is shared.</li> <li>- Class teachers encourage, support and challenge PP parents/carers where attendance and/or punctuality is an issue.</li> <li>- Class teachers have positive relationships with PP parents/carers.</li> <li>- Leader communicates regularly with parents about the benefits of good attendance and punctuality.</li> </ul>	
<p>Support for specific PP families with <b>Uniform</b> and <b>Educational visits</b>.</p>	<p>Uniform and contribution towards visits. <b>£1000</b></p>	<ul style="list-style-type: none"> <li>- School has excellent relationships with our most vulnerable families.</li> <li>- Discreet support is provided to enable PP children to access visits and</li> </ul>	<p>Mrs. N. Tusa (School Business Manager)</p>	<ul style="list-style-type: none"> <li>- PP children have good quality school jumpers/cardigans. They look and feel smart.</li> <li>- PP children benefit from enrichment</li> </ul>	

		clubs.		opportunities.	
<b>Health and Fitness</b>	Refer to PE and Sport Funding.	<ul style="list-style-type: none"> <li>- Premier Sport carry out fitness testing with all Key Stage 1 children.</li> <li>- PE Leader analyses the fitness levels within each class.</li> <li>- Children with the lowest scores are prioritised for a lunchtime intervention club called 'Happy Movers'.</li> </ul>	Miss. K. Marley (PE Leader)	<ul style="list-style-type: none"> <li>- PP children increase their fitness levels and enjoy being active.</li> <li>- PP children look forward to attending 'Happy Movers'. They learn new games that they can transfer onto the playground for active and successful lunchtimes.</li> </ul>	
	Total <b>£103,000</b>				