



Pupil Premium Action Plan 2020 – 2021: Cavendish Close Infant and Nursery School

Focus Area	Action	Strategy	Outcomes	Evaluation	Cost
Identification of PP children	School Business Team regularly checks all systems for children that are eligible for Free Schools Meals	HT and PP lead are notified as soon as possible	PP lead takes responsibility for updating our school PP register. Teachers and TAs know which children are eligible for PP funding.		Link 2 ICT resource, admin time. £1000
School PP strategy, policy and guidance	PP lead reviews PP Policy and Guidance annually.	Updated PP Policy and PP 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.	School PP Policy and Guidance accessible on our school website. PP lead takes responsibility for keeping stakeholders up to date. Our website is compliant for PP.		Leadership time £35 an hour 10 hours per half term (£350 x 6) £2100
Access to Research	PP lead regularly uses EEF Toolkit. PP lead regularly uses EEF Guidance reports and Recommendation summaries.	PP Lead shares quality research with T & L Champions and wider staff Meeting with Teaching and Learning champions every half term.	Reliable research increasingly influences our practice. Teachers engage with research during half-termly PP staff meetings.		Leadership time £35 an hour 5 hours per half term (£175 x 6)

					£1050
High Quality Professional Development for all staff	Continue to share CPD from last year during half termly staff meetings (vocabulary, engaging curriculum etc)	Half-termly CPD for all staff at the PP staff meetings and TA meetings Teaching and Learning half termly newsletter to reinforce expectations and share findings from research	Staff are engaged and willing to try new ways of working. Fun, interactive and worthwhile CPD adapted for our school.		Leadership time used for planning, preparation, delivery and reflection. £35 an hour 5 hours per half term (£175 x 6) £1050
Monitoring strategies for PP children	Half-termly Pupil interviews, learning walks, Book Looks, PP check-ins, PP data meetings.	Inform staff of dates and times where appropriate, use OTRACK to monitor data Learning Lenses to keep a record of monitoring activities. Links to quality of education grade descriptors.	Children are confident to discuss what happens in their classroom on a daily basis. Teachers are positive about responses and respond well to feedback. Data is monitored regularly and attainment is rising - The 'Teaching and Learning Handbook' is being consistently implemented to good effect. - Consistently good or better Quality First Teaching leads to good or better outcomes for PP children.		Leadership time £35 an hour Average 2 hours per week (£490 x 6) £3000

			<ul style="list-style-type: none"> - A consistent approach to teaching and learning is evident in all year groups. - The 10 'Learning Values' are constantly implemented across all year groups. <p>Teachers are inviting and comfortable with PP lead and SLTs presence in classrooms</p>		<p>Access to OTRACK</p> <p>£2500</p>
'One Page Profiles'	OPP's are updated termly and reflected upon regularly.	<p>Teachers reflect termly on PP children's strengths and barriers to learning and development. They then plan appropriate action/intervention.</p> <p>PP lead looks for patterns and provides support and challenge to teachers.</p> <p>PP lead spends time with PP children using the One Page Profile as an effective tool.</p>	<p>Teachers are able to identify barriers to learning and development. They can then implement appropriate provision and measure impact.</p> <p>PP lead has a clear overview of strengths and needs across school.</p>		<p>Leadership time</p> <p>£35 an hour</p> <p>5 hours per half term (£175 x 6)</p> <p>£1050</p>
CARD Document	CARD documents are updated termly and reflected upon regularly.	<p>Teachers identify CARD children (Children At Risk of Disadvantage) that are not on the PP register</p>	<p>Staff agree on a school definition of disadvantage. School criteria is implemented and used to measure the depth of disadvantage that PP children face.</p>		<p>Leadership time</p> <p>£35 an hour</p> <p>5 hours per half term (£175 x 6)</p> <p>£1050</p>
Teaching and Learning Handbook	The T&L handbook is regularly updated and shared with all staff	<ul style="list-style-type: none"> - Our School Pedagogy is consistently implemented. - Key themes for the Teaching and Learning Handbook: 	<ul style="list-style-type: none"> - Consistently good or better Quality First Teaching leads to good or better outcomes for all PP children. 		<p>Leadership time, internal training and TA focused support within classrooms for</p>

		<p>1. Teaching for mastery and Learning without limits is implemented using our Earth, Moon and Stars challenge approach.</p> <p>2. Interactive teaching approaches are well embedded.</p> <p>3. Collaborative learning strategies engage all children in learning experiences.</p> <p>4. Effective feedback is timely, specific and actionable.</p> <p>5. Vocabulary development is prioritised in Question rich classrooms. Teachers plan high quality questions. Children's questions are valued.</p>	<p>1. Children 'reach for the stars' and learn independently.</p> <p>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 – Sensible Seat strategy.</p> <p>3. Groupings are flexible and children work with peers of all abilities. Children learn with and from each other.</p> <p>4. PP children are prioritised for Feedback First.</p> <p>5. Stem sentences are modelled to children to enable them to structure sentences successfully.</p>		<p>Literacy and Mathematics. £40,000</p>
Best use of Support Staff	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.	Provision mapping has a renewed focus on impact evaluation. The right children are chosen for the right intervention at the right time. There is a focus of transference of skills back in the classroom. Our Best Buddy system is embedded to meet the individual needs of PP children.	Before and after data demonstrates good impact. PP children are prioritised for intervention. Their learning is embedded when they are encouraged to transfer their skills back in the classroom. Support staff are used effectively to maximise personal and academic outcomes for PP children.		See detailed costs below
Developing Speech, Language and Communication Skills, including vocabulary – Target children with delay.	<p>Developing early speech, language and communication skills for children with potential to catch up</p> <p>Early Talk Boost Intervention Programme in nursery</p> <p>Talk Boost Intervention programme in Reception and KS1</p>	<ul style="list-style-type: none"> - Talk Boost to be implemented consistently across all classes - Reception and KS1 to target 72 children across the year in total - Nursery to target 18 children across the year in total - Identify PP children and measure impact on specific groups (EAL, girls, boys) - Delivered by trained HLTAs and TAs. 	<ul style="list-style-type: none"> - Intervention is increasingly effective. - Children's scores increase for all 5 areas of SLC - Impact statements from teachers and TAs evidence improved interaction and communication in class - Medium and short term planning identifies strategies that are used in ETB and TB programme 		<p>Leadership time for analysis - support and challenge. £35 an hour 5 hours a half term = £1000.</p> <p>Intervention plan led by TA @£15 hour 2.5 hours a week for 10 weeks = 25 hours, plus 5 hours for initial</p>

		<ul style="list-style-type: none"> - Leader to evaluate impact after each 10 week programme using data analysis and qualitative statements. Communication with parents to gain parental view of impact at home. - Experienced TAs to support/train TAs on the delivery of Talk Boost. - Remote support from Bibiana Wigley, SALT specialist - Telephone conversations/letters and posters for parents/carers to support learning at home. - Monitor and evaluate the implementation of ETB and TB in whole class teaching through planning, discussions with Teachers and TAs, work scrutiny. 	<ul style="list-style-type: none"> - PP children working slightly below ARE are prioritised for this intervention, White British, disadvantaged boys in particular. - Quality sessions are delivered for all groups every week. - Teachers know the SLCN prioritises for the children in their class. - Before and after data demonstrates good outcomes. - Children transfer their skills into the classroom environment. - Teachers use the ETB and TB approach within Quality First Teaching. 	<p>and final assessment = 30 hours per class. 30 x 15 = £450 x 10 classes =£4500</p> <p>Intervention programme will run twice this year 2x4500=£9,000</p> <p>Total cost - £10,000</p>
Developing early reading and writing skills – Target children working below ARE – the lowest 20%.	Read It, Write It Intervention Programme in KS1	<ul style="list-style-type: none"> KS1 target groups to be implemented consistently across 6 classes - Reviewed termly. - Ensure all staff use RIWI approaches during Quality First Teaching to support the lowest 20% in class. - Children to access the intervention daily in their classroom. - Delivered by trained HLTAs and TAs. - Monitor sessions for quality. Ensure that regular assessment leads to precision teaching. - Leader to evaluate impact termly. 	<ul style="list-style-type: none"> - Intervention is increasingly effective. - Phonic planning/ sessions demonstrate strategies that are used in RIWI programme - Speed recognition of sounds – improving fluency – VC blending ‘My turn, together, your turn’ MODEL, MODEL, MODEL. -Repetitive, listen to me, do it with me, copy me. This will lead to independence and fluency. 	<p>Leadership time, HLTA hours, training, resources and Educational Psychology time. £500 for a 3 hour session. 6 half termly sessions - £3000. Leadership time for analysis - support and challenge. £35 an hour. 1 day/5 hours a half term - £1050.</p> <p>TA time – 30 minutes a day X 5 + PPA time.</p>

		<ul style="list-style-type: none"> - Ongoing virtual support and challenge from our Educational Psychologist. - Online Training for new staff on using the RIWI approach in the classroom from our Educational Psychologist - Experienced HLTAs to support/train TAs on the delivery of RIWI. - RIWI telephone conversations/posters for parents/carers to support learning at home. 	<ul style="list-style-type: none"> - PP children working below ARE are prioritised for this intervention, White British disadvantaged boys in particular. SEND children can be involved where appropriate. - Quality sessions are delivered for all groups every week. - Regular assessment leads to precision teaching. Teachers know the RIWI prioritises for the children in their class. - Before and after data demonstrates good outcomes. - RIWI children transfer their skills into the classroom environment. - Teachers use the RIWI approach within Quality First Teaching. 		<p>3 hours per week x 39 weeks = 702 hours.</p> <p>£15 x 702 = £10,530</p> <p>Total cost - £14,530</p>
Increasing Parental engagement in supporting learning – specifically reading at home.	Use of the Reading Rainbow Parent workshops – alternative: sending information home via the website and text messages to parents.	<p>Revise and raise the profile of the Reading Rainbow reward system across school.</p> <p>To raise the percentage of PP children reading regularly at home. Teachers and TA's understand the importance of PP children reading regularly at home. Parents have a shared understanding and with support can help to improve their children's reading skills</p>	<p>Consistent use of the Reading Rainbow reward system across school.</p> <p>Leader to share data with class teachers regularly. Good practice is shared.</p> <p>Children are motivated to read at home.</p> <p>PP children read regularly with adults, leading to improved reading outcomes.</p> <p>100% of PP parents engage with workshops</p>		<p>Rewards to motivate children</p> <p>£1000</p>

Increasing Attendance and Punctuality.	Improve the attendance of PP children to 95% or above. Decrease the persistent absence of PP children to 10% or below.	Work with parents to improve punctuality where there is a pattern of late arrivals. Work with attendance Lead to ensure PP children's attendance is being managed effectively	Good attendance is rewarded in line with school policy. Children are motivated to be an attendance HERO (Here Every day, Ready On time).		Rewards to motivate children £1000
Support for specific PP families with Uniform, Resources and Educational visits.	School builds excellent relationships with our most vulnerable families. Discreet support is provided to enable PP children to access visits and clubs.	Regular check ins with PP parents to gauge if any support is needed Teachers to monitor quality of uniform, resources and lunch boxes where appropriate.	PP children have good quality school jumpers/cardigans. They look and feel smart. PP children benefit from enrichment opportunities.		£1000
Rock Steady Sessions	Specific PP children access Rock Steady sessions. (Low attaining Year 2 boys)	Children regularly access the lessons and teachers monitor mood and attainment to measure impact. Raising confidence and self esteem	Relationships with PP Parents are improved and maintained with invitations to watch the Rock Steady Shows. - Children are happy and ready for their next stage of learning in the classroom. - Children increase their confidence levels by practising and performing in front of a crowd.		£1432
Total planned expenditure: £80, 532					

COVID – 19 restrictions mean this action is not possible at present