

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

Focus	Action	Strategy	Outcomes	Evaluation	Cost
Area					
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.		Leadership time £35 an hour
		Junuary decision making.	Our website is compliant for PP.		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	PP Lead shares quality research with T & L Champions and wider staff	Reliable research increasingly influences our practice. Teachers engage with research during half-termly PP staff		Leadership time
	Recommendation summaries.	Meeting with Teaching and Learning champions every half term.	meetings.		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

			- A consistent approach to teaching and learning is evident in all year groups The 10 'Learning Values' are constantly implemented across all year groups. Teachers are inviting and comfortable with PP lead and SLTs presence in classrooms	Access to OTRACK £2500
'One Page Profiles'	OPP's are updated termly and reflected upon regularly.	Teachers reflect termly on PP children's strengths and barriers to learning and development. They then plan appropriate action/intervention. PP lead looks for patterns and provides support and challenge to teachers. PP lead spends time with PP children using the One Page Profile as an effective tool.	Teachers are able to identify barriers to learning and development. They can then implement appropriate provision and measure impact. PP lead has a clear overview of strengths and needs across school.	Leadership time £35 an hour 5 hours per half term (£175 x 6) £1050
CARD Document	CARD documents are updated termly and reflected upon regularly.	Teachers identify CARD children (Children At Risk of Disadvantage) that are not on the PP register	Staff agree on a school definition of disadvantage. School criteria is implemented and used to measure the depth of disadvantage that PP children face.	Leadership time £35 an hour 5 hours per half term (£175 x 6) £1050
Teaching and Learning Handbook	The T&L handbook is regularly updated and shared with all staff	- Our School Pedagogy is consistently implemented. - Key themes for the Teaching and Learning Handbook:	- Consistently good or better Quality First Teaching leads to good or better outcomes for all PP children.	Leadership time, internal training and TA focused support within classrooms for

		1. Teaching for mastery and Learning without limits is implemented using our Earth, Moon and Stars challenge approach. 2. Interactive teaching approaches are well embedded.	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	Literacy and Mathematics. £40,000
		 3. Collaborative learning strategies engage all children in learning experiences. 4. Effective feedback is timely, specific and actionable. 5. Vocabulary development is prioritised in Question rich classrooms. Teachers plan high 	to the right peers to maximise learning — Sensible Seat 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	
		quality questions. Children's questions are valued.	for Feedback First. 5. Stem sentences are modelled to children to enable them to structure sentences successfully.	
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.	Developing early speech, language and communication skills for children with potential to catch up Early Talk Boost Intervention Programme in nursery	- 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	- 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	Leadership time for analysis - support and challenge. £35 an hour 5 hours a half term = £1000. Intervention plan led by
	Talk Boost Intervention programme in Reception and KS1	measure impact on specific groups (EAL, girls, boys) - Delivered by trained HLTAs and TAs.	- Medium and short term planning identifies strategies that are used in ETB and TB programme	TA @£15 hour 2.5 hours a week for 10 weeks = 25 hours, plus 5 hours for initial

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 scruting. Developing early reading and writing skills - Target Facility of Target Service Week			- Leader to evaluate impact after	- PP children working	and final assessment =
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- Leader to evaluate impact independence and fluency. day X 5 + PPA time.			, ,	independence and fluency.	day X 5 + PPA time.
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		 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 	- PP children working below ARE are prioritised for this intervention, White British disadvantaged boys in particular. SEND children can be involved where appropriate.	3 hours per week x 39 weeks = 702 hours. £15 x 702 = £10,530 Total cost - £14,530
		 Experienced HLTAs to support/ train TAs on the delivery of RIWI. RIWI telephone conversations/ posters for parents/carers to support learning at home. 	- 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.	
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.	Revise and raise the profile of the Reading Rainbow reward system across school. 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	Consistent use of the Reading Rainbow reward system across school. Leader to share data with class teachers regularly. Good practice is shared. Children are motivated to read at home. PP children read regularly with adults, leading to improved reading outcomes. 100% of PP parents engage with workshops	Rewards to motivate children £1000

Increasing	Improve the attendance of PP	Work with parents to improve	Good attendance is rewarded	
Attendance and	children to 95% or above.	punctuality where there is a pattern	in line with school policy.	Rewards to motivate
Punctuality.	Decrease the persistent absence	of late arrivals.	Children are motivated to be	children
J	of PP children to 10% or below.	Work with attendance Lead to	an attendance HERO (Here	
		ensure PP children's attendance is	Every day, Ready On time).	£1000
		being managed effectively		21000
Support for specific	School builds excellent	Regular check ins with PP parents	PP children have good quality	£1000
PP families with	relationships with our most	to gage if any support is needed	school jumpers/cardigans. They	
Uniform, Resources	vulnerable families.		look and feel smart.	
and Educational	Discreet support is provided to	Teachers to monitor quality of	PP children benefit from	
visits.	enable PP children to access	uniform, resources and lunch boxes	enrichment opportunities.	
Visits.	visits and clubs.	where appropriate.		
Rock Steady	Specific PP children access Rock	Children regularly access the lessons	Relationships with PP Parents	£1432
Sessions Sessions Sessions Sessions	Steady sessions. (Low attaining	and teachers monitor mood and	are improved and maintained	
	<mark>Year 2 boys)</mark>	attainment to measure impact.	with invitations to watch the	
			Rock Steady Shows.	
		Raising confidence and self esteem	- 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.	

Total planned expenditure: £80, 532

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