

Cupernham Infant School

Pupil Premium Strategy Statement



School mission statement

Together we care, we learn and we achieve

All children leave our school with the essential skills they need to be successful life-long learners and well-rounded, caring individuals. Our provision equips children for positive change, growth and personal development.

We provide a challenging, creative and engaging curriculum built on caring and trusting relationships. We are passionate about creating lively, purposeful learning so **all** children achieve and gain confidence, pride and belonging.

We foster a safe, secure happy setting based on trusting relationships, high expectations and positive attitudes for future growth. Our school is a calm and purposeful environment based on mutual respect and personal ambition. Our staff are committed to ensuring every child succeeds and is a happy, confident and curious learner.

Through continual improvement we create a thriving learning culture for all in our school family.

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/2021

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,600 per pupil for Looked after children (CLA) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil. The PP strategy will have a separate section for pupils eligible for Service Premium

Rationale for Pupil Premium Spending

Key objectives and principles:

To provide opportunities and resources to ensure all pupil premium children and families at Cupernham Infant School have the best start to their school life and have a positive experience of their younger years. Our aim is to develop relationships and an understanding of our pupil premium families and their needs. We will engage with the children and their families and develop positive relationships to ensure we are meeting their social, emotional and learning needs. This will ensure that during their time with us the children make as much progress as possible and reach their full potential in all they do. We endeavour to deliver a range of personalised support including the development of life skills such as cooking, providing resources and uniform and opportunities the children and families may not experience otherwise.

Pupil Premium Strategy Group

Team member	Role
Jen Turski	Deputy Head Teacher
Alice Kirby	Year 2 Leader & Class Teacher
Tess Lowden	Year R Class Teacher
PP Governor	
Shane Hurst	Pupil Premium Governor

Current Profile						
Year	2020-2021	Number of Pupils eligible for PP	26	Breakdown of PP Pupils		
NoR	235	Total PP budget	£38135	FSM/Ever 6	Service	CLA
Date of Statement	16/9/2020	Review Date(s)	June 2021	23	1	2

Cohort Profile of Disadvantaged Pupils in EYFS & Key Stage 1					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEND register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year R	11/88 12.5% of year R	2 18% of PP	7 chn	3 chn (1 left mid year)	0
Year 1	4/70 5.7%	1 25% of PP	0	2 chn	1 chd (1 left mid year)
Year 2	16/76 21%	5 31%	6 chn	9 chn	1 chd

Foundation Stage Attainment (2020-2021)

Attainment data has been adapted due to COVID Lockdown causing school closure.

Attainment KS1 (2020-2021)

Attainment data has been adapted due to COVID Lockdown causing school closure.

Key Challenges for Pupil Premium Pupils (Linked to school rationale and barriers for learning)

- 1. PP and vulnerable children in our school community may enter school with speech and language needs and tend to lack understanding due to limited acquisition of key vocabulary and experiences to support understanding. They therefore have expressive and functional language needs and also tend to lack auditory memory.**
- 2. PP and vulnerable children may have limited access to regular reading opportunities to develop and practise core skills. They may lack core skills to support early phonics development and also lack contextual life experiences which form the basis for wider comprehension and inference.**
- 3. PP and vulnerable children often lack confidence in self-expression and in their own capabilities when challenged in their learning or attempting to apply learnt skills independently. They may have poor social and emotional intelligence and so need greater support to develop trusting relationships and social skills for learning.**
- 4. PP and vulnerable children may lack the range and breadth of concrete experiences which underpin secure development of core mathematical concepts. They also lack practical experience and expressive capacity in shape, space and measure.**
- 5. PP and vulnerable children may lack experiences which promote resilience, reflection and skills that support learning such as the ability to make connections. They may not readily be imaginative and experimental.**

Summary allocation of funding	Expenditure
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Specific speech and language intervention and support programmes • Language links-receptive • Additional listening and phonics teaching • Motor skills/ handwriting development • Additional pre-teach- maths • Small group sessions with teachers to boost progress. • Reading interventions- FFT, precision, • Additional teaching and practice - reading 	
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • ELSA sessions • Additional PSED sessions (teacher led) • Family groups • Additional language enrichment time • Additional live small group sessions/1:1 TEAMS sessions led by staff during lockdowns 	
<p>Enrichment</p> <ul style="list-style-type: none"> • Weekly enrichment sessions- Monday Master Class • Additional blocked experience time- creative week/ farm day/healthy habits • Trips and visitors- additional and funded • After school sports clubs • Breakfast and after school clubs 	
<p>Total Expenditure</p>	

School Improvement Plan priorities for disadvantaged pupils

Area of Focus	Expected Impact	Actions	Resources/ Timings	Monitoring	Evaluation / Impact
<p>Quality of Education: (English)</p> <p>Ensure that strategies are used consistently to enable children who are SEN and disadvantaged to make the same levels of progress in lessons.</p>	<ul style="list-style-type: none"> Increase proportion of vulnerable children achieving the expected standard in writing (PP, SEND, CLA) 	<ul style="list-style-type: none"> Autumn Term – revisit pupil plans identifying additional support needed in lessons for writing. SENDCO to monitor the use of strategies in English lessons and explain planning expectations to staff. Spring – Monitor planning for Inclusion and support for pupils with SEND. SENDCO Learning Walk. Pupil Progress meetings – key individuals identified and planning provision identified 			

QUALITY OF EDUCATION: Vulnerable Children			
RATIONALE/CONTEXT		PRIORITY	EXPECTED OUTCOMES
		<ul style="list-style-type: none"> Develop strategies to ensure that vulnerable children have strong achievement by the end of EYFS and KS1 and that attainment of SEND and disadvantaged pupils is above national and Hampshire. 	<ul style="list-style-type: none"> All staff have a thorough understanding of each child's personal and curricular areas to attainment and address these consistently. Develop strong relationships with parents and carers and their ability to provide appropriate support. Develop the use of the website to provide interactive teaching tools to support parents with Home/School learning.
TARGET	ACTIONS AND MEASURABLE MILESTONES WITH TIMESCALES (RAG rate term based on completed actions)		RESOURCES (with costs)
Targets	Actions with timescales		Costs and Resources
All vulnerable children have a personal plan with clear targets and actions.	<p>Use data and teacher assessment across the school to create smart targets.</p> <p>Autumn- Plans are in place and children and interventions clearly identified.</p> <p>Spring – Pupil Progress meetings. Learning Walk with HT/DHT and SENCo. Book Looks.</p> <p>Summer – Impact of Interventions show accelerated progress for key children. Application of skills evident in classroom practice.</p>		PDM Time to moderate judgements. 1 meeting per half term.
To further develop the website to support parents with Home/School learning	<p>Home Learning section of Website developed and publicised.</p> <p>Development of virtual workshops and learning videos.</p> <p>Autumn: Increase in use of website.</p> <p>Spring: Resources and workshop webinars successfully uploaded and shared with families.</p> <p>Summer: Evaluate the impact of website and videos to support learning.</p>		No additional costs.

Further engage and support parents.	<p>Explore the possibility of holding bespoke parenting workshops and use of toolkits to support our parents, including the use of outside agencies.</p> <p>Autumn: Questionnaire to seek take up of parenting workshops.</p> <p>Spring: Data analysed and type of support is identified and sourced.</p> <p>Summer: Workshops evaluated and shows 100% satisfaction. 2021/21 timetable of support published and agreed with school and wider community.</p>	
-------------------------------------	--	--