

# Cupernham Infant School Strategy Statement 2019-20

## School mission statement

*Together we care, we learn and we achieve!*

## Pupil Premium Funding

### 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:

- £1,320 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 (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 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 £300 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:

- Boost the confidence and progress of disadvantaged children especially in reading to support of their wider learning
- Enhance oral skills, addressing speech and language needs early so as to remove barriers to learning
- Develop 'skills for successful learning' including resilience, positive mindset and emotional literacy in support of the characteristics of effective learning
- Maximise progress in core skills so as to prepare well for future learning

## Pupil Premium Strategy Group

| Team member  | Role               |
|--------------|--------------------|
| Duncan Wells | Headteacher        |
| Jen Turski   | Deputy Headteacher |
| Shane Hurst  | PP Governor        |

## Current Profile

| Year              | 2019-20          | Number of Pupils - PP | 33         | Breakdown of PP Pupils |         |     |
|-------------------|------------------|-----------------------|------------|------------------------|---------|-----|
| NoR               | 257              | Total PP budget       | £47,432    | FSM/Ever 6             | Service | LAC |
| Date of Statement | Revised Nov 2020 | Review Date(s)        | April 2020 | 31                     | 0       | 2   |

**Current Attainment EYFS (2020)****Data is taken from Milestone 3 (April 2020) due to COVID-19 partial school closure.**

| <b>Percentage reaching expected standard</b> | <b>School PP Outcomes</b> | <b>School Non-PP Outcomes</b> | <b>Gap</b> | <b>National Non-PP Outcomes</b> |
|--|---------------------------|-------------------------------|------------|---------------------------------|
|  |                           |                               |            |                                 |
| <b>Reading,</b>                              | <b>67%</b>                | <b>82%</b>                    | <b>15%</b> | <b>Not Published</b>            |
| <b>Writing</b>                               | <b>33%</b>                | <b>78%</b>                    | <b>45%</b> | <b>Not Published</b>            |
| <b>Mathematics</b>                           | <b>100%</b>               | <b>88%</b>                    | <b>12%</b> | <b>Not Published</b>            |

**Attainment Summary KS1 (2020)**

Data is taken from Milestone 3 (April 2020) due to COVID-19 partial school closure.

| <b>Percentage reaching expected standard</b> | <b>School PP Outcomes</b> | <b>School Non-PP Outcomes</b> | <b>Gap</b> | <b>National Non-PP Outcomes</b> |
|--|---------------------------|-------------------------------|------------|---------------------------------|
|  |                           |                               |            |                                 |
| <b>Reading</b>                               | <b>50%</b>                | <b>78%</b>                    | <b>28%</b> | Not published                   |
| <b>Writing</b>                               | <b>43%</b>                | <b>67%</b>                    | <b>24%</b> | Not published                   |
| <b>Mathematics</b>                           | <b>50%</b>                | <b>78%</b>                    | <b>28%</b> | Not published                   |

## **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><b>Teaching and Learning- teacher led &amp; monitored</b></p> <ul style="list-style-type: none"> <li>• Oral language support programmes- vocabulary extension</li> <li>• Specific speech and language intervention and support programmes</li> <li>• Language links-receptive</li> <li>• Additional listening and phonics teaching</li> <li>• Motor skills/ handwriting development</li> <li>• Additional pre-teach- maths</li> <li>• Additional pre-teach- writing</li> <li>• Small group writing development</li> <li>• Reading interventions- FFT, precision,</li> <li>• Additional teaching and practice - reading</li> </ul> | <p><b>£31,755</b></p> |
| <p><b>Emotional, social and behavioural support</b></p> <ul style="list-style-type: none"> <li>• ELSA sessions</li> <li>• Additional PSED sessions (teacher led)</li> <li>• Family groups</li> <li>• Additional PSED time</li> <li>• Additional language enrichment time</li> <li>• Lego therapy and social groups</li> <li>• Enrichment – sensory and reflective</li> </ul>   | <p><b>£11,600</b></p> |
| <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Weekly enrichment sessions- multigame/outdoors-Forest Friday/games clubs</li> <li>• Additional blocked experience time- creative week/ farm day/healthy habits</li> <li>• Trips and visitors- additional and funded</li> <li>• After school sports Clubs</li> <li>• Craft and Creative Club</li> <li>• Library Club</li> <li>• Family time- Sparkler &amp; Fire Pit evening, parent programmes-</li> </ul>   | <p><b>£9,970</b></p>  |
| <p><b>Total Expenditure</b></p>  | <p><b>£53,325</b></p> |

## School Improvement Plan priorities for disadvantaged pupils

| Area of Focus  | Expected Impact   | Actions  | Resources/ Timings   | Monitoring   | Evaluation / Impact   |
|----------------|---|--|--|--|---|
| <b>Maths</b>   | <p>Improved % attain ARE/ expected &amp; GD/ exceeding.</p> <p>Improved rates of progress</p> <p>Improved confidence, fluency and independence</p> <p>Improved stamina/ breadth in problem solving.</p> <p>Secure application of multi-representational approaches -</p>  | <ul style="list-style-type: none"> <li>• Staff training- multi-representational &amp; problem solving</li> <li>• Revised planning &amp; assessment</li> <li>• Learning environment improvements</li> <li>• Pre teach programme</li> <li>• Follow up programme</li> <li>• Maths interventions- 1<sup>st</sup> Class in Number</li> <li>• Maths language YR – Shape, Space &amp; Measure</li> <li>• Monitoring &amp; analysis</li> </ul> | <p>Maths Leader training &amp; Cascading follow-up</p> <p>LSA &amp; Teacher planning</p> <p>Enhanced resources</p> <p>LSA led intervention planning</p> <p>Teacher group focus</p> | <p>SLT</p> <p>Cohort leaders</p> <p>Governor</p> <p>Moderation</p> <p>Progress data review &amp; actions</p> | <p>Enhanced progress towards ARE + Improvement in understanding – <i>language assessment</i></p> <p>Improved task design &amp; challenge-plans, <i>work scrutiny &amp; staff feedback</i></p> <p>Increased resilience, confidence-positive attitude &amp; independence. <i>Pupil feedback</i></p> <p>Increased quality &amp; depth of work produced <i>Work scrutiny</i></p>  |
| <b>Writing</b> | <p>Improved % attain ARE/ expected &amp; GD/ exceeding</p> <p>Improved rates of progress</p> <p>Improved transcriptional accuracy:</p> <ul style="list-style-type: none"> <li>• Flowing cursive script</li> <li>• Spelling accuracy</li> <li>• Grammatical accuracy</li> <li>• Coherence</li> </ul> <p>Continued focus on rich and effective use of</p> | <ul style="list-style-type: none"> <li>• Staff training- CLPE &amp; in-house application</li> <li>• Text stimulus changes</li> <li>• Cohort planning revisions</li> <li>• Learning environment development</li> <li>• Vocab' development</li> <li>• Interventions and small group development responsive to needs</li> <li>• Phonics &amp; skills review</li> <li>• Feedback, editing &amp; reflection skills</li> </ul>               | <p>Training &amp; cascading follow-up</p> <p>Teacher planning</p> <p>Enhanced resources</p> <p>LSA led intervention planning</p> <p>Teacher group focus</p>                        | <p>SLT</p> <p>Cohort leaders</p> <p>Governor</p> <p>Moderation</p> <p>Progress data review &amp; actions</p> | <p>Enhanced progress towards ARE + Improved oracy &amp; understanding</p> <p>Enhanced progress in phonic and spelling skills</p> <p>Widening in vocabulary &amp; purpose <i>Work scrutiny</i></p> <p>Improved independence &amp; stamina</p> <p>Improved sustained writing quality and capacity to edit <i>Work scrutiny</i></p> <p>Increased resilience, confidence-positive attitude &amp; independence. <i>Pupil feedback</i></p> <p>Increased quality &amp; depth of work produced <i>Work scrutiny</i></p> |

|                           |  |  |  |   |  |
|---------------------------|--|--|--|---|--|
|                           | vocabulary & strong composition-resilience<br>Positive attitude and increased stamina  |  |  |   |  |
| <b>Oracy</b>              | Increased confidence in self-expression<br>Improved listening attention and auditory memory skills<br>Increased vocabulary range, understanding and confidence<br>Improved resilience<br>Removal of individual barriers to learning<br>Secure and trusting relationships | <ul style="list-style-type: none"> <li>• Screening &amp; review</li> <li>• Adapted programmes</li> <li>• Adapted resources &amp; planning for success</li> <li>• Language Links runs</li> <li>• Language Links approaches applied – especially continuous provision</li> <li>• Feedback &amp; reflection</li> </ul>  | Screening checks and YR baseline review<br>Additional LSA screening time<br>Additional training especially YR team<br>Teacher planning<br>Enhanced resources & small/ family group plans<br>LSA led intervention planning<br>Teacher led PSED<br>Teacher led follow up<br>Barriers to learning review and supports | SLT<br>Cohort leaders<br>Governor<br><br>Pupil feedback<br>Parent feedback<br><br>SENCo<br>Progress data review & follow up actions<br><br>SLT<br>All staff | Increased understanding and ability to access wider curriculum<br>Confident self-expression and enjoyment of learning<br>Progress in all areas especially literacy and numeracy<br><br>Pride in personal progress and achievements<br>Positive and trusting relationships with staff and peers<br>Increased self-confidence and empathy<br>Relaxed enjoyment of school, ready to respond to challenges<br>Increased confidence and active engagement in a range of social contexts<br>Resilience, confidence- positive attitude & independence. <i>Pupil feedback</i><br>Positive start/ end to school day and support for home-school routines<br>Sense of self-worth and increased enjoyment/ experience of a range of sporting/ enrichment activities |
| <b>Emotional literacy</b> | Improved confidence and competence of social learning skills<br>High levels of engagement and pride in achievements<br>Drive to improve and high aspirations evident   | <ul style="list-style-type: none"> <li>• ELSA &amp; family groups &amp; SENCo review</li> <li>• Enrichment groups</li> <li>• Additional PSED</li> <li>• Feedback &amp; 1:1 support</li> <li>• Lego club &amp; team time</li> <li>• Additional skills of successful learners support</li> <li>• Weekly enrichment afternoons</li> <li>• After school sports clubs</li> <li>• Before/after school club</li> <li>• Feedback, editing &amp; reflection skills</li> </ul> |  |   |  |
| <b>Engagement</b>         |  |  |  |   |  |



