



Cupernham Infant School Strategy Statement

School mission statement

Together we care, we learn and we enjoy success!

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 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
Lesley Clark	Head Teacher
Jen Turski	Deputy Head Teacher
Shane Hurst	PP Governor

Current Profile

Year	2018-2019	Number of Pupils - PP	32	Breakdown of PP Pupils		
NoR	260	Total PP budget	£31,127	FSM/Ever 6	Service	LAC
Date of Statement	Revised Jan 2019	Review Date(s)	April 2019 July 2019	31	0	1

Current Attainment KS1 (2018)

Percentage reaching expected standard	School PP Outcomes <i>(Based on 9 children of whom 4 =SEND)</i>	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	50	69.4	-15	65
Reading,	75	87.1	0	75
Writing	50	71.8	-19	69
Mathematics	63	78.8	-13	76

Current Attainment EYFS (2018)				
Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap	National Non-PP Outcomes
Reading, Writing & Mathematics combined	83	94	9	74
Reading,	83	94	6	77
Writing	83	94	9	74
Mathematics	88	96	10	78

Current Cohort Profile of Disadvantaged Pupils 2018-2019

Year Group	Number of disadvantaged pupils eligible for PP	Number of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
Year R	12	3	19	50	10
Year 1	10	8	9	66	14
Year 2	10	10	14	63	13

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- teacher led & monitored</p> <ul style="list-style-type: none"> • Oral language support programmes- vocabulary extension • Specific speech and language intervention and support programmes • Language links-receptive • Additional listening and phonics teaching • Motor skills/ handwriting development • Additional pre-teach- maths • Additional pre-teach- writing • Small group writing development • Reading interventions- FFT, precision, • Additional teaching and practice - reading 	<p>£21,500</p>
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • ELSA sessions • Additional PSED sessions (teacher led) • Family groups • Additional PSED time • Additional language enrichment time • Lego therapy and social groups • Enrichment – sensory and reflective 	<p>£9,200</p>
<p>Enrichment</p> <ul style="list-style-type: none"> • Weekly enrichment sessions- multigame/outdoors-Forest Friday/games clubs • Additional blocked experience time- creative week/ farm day/healthy habits • Trips and visitors- additional and funded • After school sports Clubs • Craft and Creative Club • Extended day provision- breakfast club & after school • Family time- Sparkler & Fire Pit evening, parent programmes- 	<p>£5,000</p>
<p>Total Expenditure</p>	<p>£35,700</p>

School Improvement Plan priorities for disadvantaged pupils

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

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

