

## **Pupil premium strategy statement: Cuddington and Dinton C of E School**

Summary information					
Academic Year	2016/17	Total PP budget	£17,160	Date of most recent PP Review	n/a
Total number of pupils	179	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Sept 2018

Outcomes - 2016 SATs data	Expected		Greater Depth		Progress
	Pupils eligible for PP (your school)	Other pupils not eligible for PP	Pupils eligible for PP (your school)	Other pupils not eligible for PP	
<b>Kst 1 SATs- 1 child (4%)</b>					Comments for PP Child/children  This child made expected progress in reading and maths, but didn't in writing due to his handwriting
% achieving age related expectations in reading,	4%	92%	0	30%	
% achieving age related expectations in writing	0	85%	0	38%	
% achieving age related expectations in maths	4%	81%	0	27%	
<b>Kst 2 SATs- 1 child (4%)</b>					This child did not make good progress but had significant barriers to learning- SEN, Previous social care involvement and limited home background
% achieving age related expectations in reading,	0	88%	0	50%	
% achieving age related expectations in writing	0	96%	0	31%	
% achieving age related expectations in maths	0	85%	0	35%	

Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
	Kst 1 Pupil Premium are making less progress than other middle ability pupils
	Identified special needs and /or emotional for 7/12 PP children ( autism, dyslexia, ADHD,)
	Limited access to reading materials and support for homework
	Writing progress for some PP pupils is less than expected
	High ability PP pupils in yr 4 (1 pupil) & 6 (2 pupils) need to make expected progress
<b>External barriers</b>	
<b>F.</b>	4/12 PP young carers
<b>G.</b>	Yr 4 PP poor attendance

Outcomes	Desired outcomes and how they will be measured	Success criteria
	Improve outcomes for PP pupils in Kst 1 by use of targeted interventions in literacy areas through Data collection, Pupil Progress meetings, work scrutiny	PP pupils in yr 1 & 2 class make rapid progress by the end of the year so that all PP pupils make expected/+ progress based on baseline data/ EYFSP
	SEN / emotional needs of PP pupils Ensure accurate assessment of child's needs (assessments, outside agency support) Interventions to support needs (1:1, social skills groups, parent support, TA class support, Dyslexia provision)	PP pupils with SEN needs will achieve their targets in all subjects. Their needs will be accurately assessed and support given to parents on how to help their child. Parents of PP pupils with SEN will be actively encouraged to join ½ termly SEN drop in. Funding will be provided for Dyslexia provision and outcomes evaluated accordingly.
	PP pupils to have access to reading materials, ICT and homework support. Priority will be given to PP pupils in all school clubs, after school activities and music lessons All activities will be paid for by the school (trips, clubs, before and after school club, music lessons etc)	In class support for reading and homework completion if appropriate. Time given by TA to assist in the learning of tables and spellings Club registers analysed to ensure PP pupils represented: all PP pupils will be attending all activities that they wish to
	Improve writing outcomes for PP pupils (Data collection, Pupil Progress meetings, work scrutiny) PP pupils will be in intervention/target groups	PP pupils will meet expected targets
	Higher rates of progress across yr 4 & 6 high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, yr 4 & 6 maths and writing. Measured in Y4 and 6 by teacher assessments and successful moderation practices established with HASP
	Provide priority places for PP pupils and young carers in all school clubs, after school activities and music lessons. All activities will be paid for by the school (trips, clubs, before and after school club, music lessons etc)	See C.
	Improve attendance of yr 4 PP pupil: Work with CAMHs to support school attendance, work with family to support attendance. Support in school to lessen anxieties	PP pupil will have 90%+ attendance by the end of the academic year.

**Planned expenditure 2016/17**

**Quality teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review</b>
<p><b>A.</b> Improve outcomes for PP pupils in Kst 1</p> <p><b>D.</b> Writing progress for some PP pupils is less than expected</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on assessment of writing and maths</p>	<p>Assessment of writing and Maths needed to be more stringent for all pupils ; by prioritising this in school all pupils will benefit, especially PP</p> <p>High quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Learning walks and lesson observations</p> <p>Review books and planning (Hot and Cold tasks)</p>	Assistant Head	<p>Dec 2017</p> <p>March 17</p> <p>July 2017</p>
<b>B.</b> SEN / emotional needs of PP pupils	<p>Use of Growth mind-set to support confidence and self-awareness of risk taking</p> <p>PHSE work to address anxieties</p> <p>Transition work in yr 2 and 6</p>	<p>Building confidence in all to be 'successful failures' with a can do attitude.</p> <p>Focus on PP pupils to build self-confidence.</p>	Lesson observations, learning walks, pupils books	Deputy Head	March 2017
<b>E.</b> Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP in yr 4 & 6 are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that PP pupils can achieve high attainment.	See A	Head	<p>Dec 2017</p> <p>March 17</p> <p>July 2017</p>
<b>Total budgeted cost</b>					<b>£5430</b>
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>Monitoring</b>	<b>Staff lead</b>	<b>Review</b>

C. PP Pupils to have access to ICT, Homework Support and Clubs F. Young carer PP Pupils Priority places in school extra curricular activities	PP pupils to be given priority places in music lessons, school clubs, afterschool clubs, extra-curricular activities Young carers drop in ½ termly with SENDCo and nominated teacher TA time for reading , spellings, tables and Homework	PP pupils and Young carers need -time to enjoy activities outside of the home environment. -attendance at activities that could be cost prohibitive -time spent with other children that have similar home situations	Check club registers Timetabling allows support for TA activities Improvement in spelling, reading homework Young Carers drop in set up	Head Class teachers  SENDCo	Jun 2017
B. SEN / emotional needs of PP pupils	SENDCo to complete SENDCo training and develop programme of support and interventions. All staff support to attend training.	Targeted timely support and correct interventions will support the learning of all SEN pupils Staff training to deliver the above will enable changes to mind-set about best practice. Support form SEN practitioners and NPQH trainee will build confidence	Use INSET days to deliver training. Release time for TAs to attend training Peer observation of TA support	Maths leader SENDCo	March 2017
D. Writing progress for some PP pupils is less than expected	TA small group and 1:1 work to develop writing through 6 weekly interventions	PP pupils writing outcomes are lower in all classes. Provision for Talk for writing, Lego Fairy tales to aid writing	Writing outcomes for PP pupils in line with similar ability pupils	SENDCo	Dec 2017 March 17 July 2017
<b>Total budgeted cost</b>					<b>£10,560</b>

#### Other approaches

Desired outcome	Chosen action/ approach	Evidence and rationale for this choice	Monitoring	Staff lead	Review
G. Increased attendance rates	Class teacher to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	SENDCo, class teacher, head, CAMHS team etc. will collaborate to ensure new provision and standard school processes work smoothly together. Review attendance weekly	Head	Jan 2017 March 2017 July 2017
<b>Total budgeted cost</b>					<b>£1000</b>

Review of expenditure 2015-16				
Quality Teaching for all				
Desired outcome	Action	Impact	Lessons learned	Cost
Improve attainment in all curriculum areas	Deputy Head on INSET on 'growth mind-set'	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Now evident in all year groups through Chilli challenge, 'the pit' and can do attitude. Success criteria: on-going	Staff were positive about the training and believe it has affected attitudes of students. We will continue implementing the approach and monitoring pupil response. Deputy has provided INSET on growth mind set in 2 other schools.	£2,000
Targeted support				
Desired outcome	Action	Impact:	Lessons learned	Cost
Improved attainment of High attaining PP pupils in Kst 2	Group activities, enrichment activities with other schools	High in reading- able Ksr 2 PP pupils remained in Greater Depth group	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year, focusing on maths and writing ( in line with SDP)	£5,120
Other approaches				
Desired outcome	Action	Impact:	Lessons learned	Cost
To improve confidence and self- esteem	Extended School Support by providing after school clubs, residential visits, subsidised educational visits, uniform, music tuition	Positive impact for students who attended clubs and received other provisions. Lego Therapy	Ensure we offer opportunities to all PP pupils	£5,750
To improve SEN interventions for PP Pupils	Pay for Dyslexia teaching and private SALT	SALT no longer necessary for the pupils. Dyslexia teaching continuing	External agencies can provide a significant impact of pupil out comes.	£2,000
Additional information				

