

CIPPENHAM PRIMARY SCHOOL

PUPIL PREMIUM STATEMENT AND COSTED ACTION PLAN 2017-2018

Pupil Premium is allocated to a school based on:

- The number of pupils who have been registered as eligible for Free School Meals at any point in the last 6 years,
- The number of pupils who have been continuously Looked After for the past six months or have been adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order.
- The number of pupils who have a parent who currently serves in the Armed Forces or whom is in receipt of a pension from the MoD.

In the year 2017-2018, we will receive £219,700 in Pupil Premium funding.

Our focus in the direction of the funding this year will be guided by research such as The Effective Pre-School, Primary & Secondary School Education study (EPPSE) in 2014 showing that disadvantaged is more effectively tackled during the early years of a child's life so a larger proportion of funding will be directed at EYFS and KS1.

In addition, funds will be directed at whole school, whole year, tailored and individual level specific to circumstances. As recognised in Ofsted's new 5 year strategy (2017), whole school interventions and improvements are vital to improving outcomes for disadvantaged children as general improvements in provision very often have "disproportionate benefits for lower attaining and disadvantaged students. In some cases, improving whole school institution provision will be necessary but not sufficient. In such cases, more targeted approaches to supporting disadvantaged groups and individuals will be required"

Our 2017-2018 Action Plan is split into four sections, each with associated costs:

1. EYFS (whole year, tailored and individual actions)
2. KS1 (whole year, tailored and individual actions)
3. KS2 (whole year, tailored and individual actions)
4. Whole school actions

The plan will be reviewed initially in February 2018 when Pupil Progress Meetings are held and then finally by October 2018 when external data is published.

2017-2018 Action Plan

Section One: EYFS: Total spend £8100	
<p>Summer 2017 End of EYFS external data <i>External data shows no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in the areas of Reading, Writing and Number and also achieving a Good Level of Development.</i></p> <p><i>However, no disadvantaged children were assessed as exceeding standards in Reading, Writing or Number.</i></p>	
<p>Autumn 2017 Current YR baseline data <i>There are 9 disadvantaged children in Year R</i> <i>In the EYFS baseline assessment there was no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track to achieve expected standards in the areas of Literacy, Language and Communication and Maths.</i></p> <p><i>1 of the 9 disadvantaged children was on track to achieve above expected attainment.</i></p>	
<p>Targets</p> <ul style="list-style-type: none"> ➤ <i>In July 2018, EYFS data will again show no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in the areas of Reading, Writing and Number and also achieving a Good Level of Development.</i> ➤ <i>2 of the 9 disadvantaged children will be exceeding standards in Reading, Writing and Maths.</i> 	
<p>How will we get there?</p> <p>Whole year interventions <i>AHTs for Literacy and Maths work with EYFS team leader in order to increase effectiveness of planning for outside area, ensuring there are explicitly planned opportunities for children to apply and develop taught skills independently.</i></p> <p>Targeted interventions <i>All disadvantaged children will be taken on a fortnightly visit to Cippenham Library in order to encourage a love of reading, develop familiarity with traditional tales and rhymes and promote regular reading.</i></p> <p><i>All disadvantaged children will receive a Maths and a Literacy home learning pack with offers of home visits from an Inclusion Mentor for selected children in order to demonstrate and encourage use.</i></p> <p>Individual Interventions <i>All 9 disadvantaged children will have an Individual Action plan set up by class teacher and implemented and reviewed in conjunction with parents.</i></p>	<p>Associated costs</p> <p>£4300</p> <p>£600</p> <p>£2200</p> <p>£1000</p>
<p>Mid-Year Review and any suggested amendments</p> <p><i>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils on track for expected levels in the areas of Reading, Writing and Number and also on track for GLD.</i></p> <p><i>3/9 PP children on track to be Exceeding in Reading, 1/9 PP children on track to be Exceeding in Writing and 1/9 PP children on track to be Exceeding for Maths so 1 extra targeted for each.</i></p>	<p>Associated costs</p>

End of Year Outcomes

- **In July 2018, EYFS data again shows no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in the areas of Reading, Writing and Number and also achieving a Good Level of Development.**
- **1 of the 9 disadvantaged children was exceeding standards in Reading, Writing and Maths.**

Section Two: Key Stage One: Total Spend £16900

Summer 2017 End of KS1 external data

The proportion of disadvantaged children achieving expected levels in Reading, Writing and Maths at the end of Year 2 fell between 2016 and 2017 (R63% W58% M53%). Where historically this hasn't been the case, in 2017 there was a statistically significant difference in the proportion of disadvantaged and non-disadvantaged children achieving expected levels and a borderline significant difference in reading.

It is worth noting 2 things which will shape our response to the above:

1. There was no significant difference in the proportion of disadvantaged and non-disadvantaged children achieving expected levels when considering only pupils who had been at CPS since September. The gap in attainment is among pupils who joined in a bulge class in Year 1. A lack of or poor educational experience has a disproportionately negative effect on disadvantaged children. (This group will be tracked as an intervention group in Y3)
2. There was no statistically significant gap in proportion of this cohort of disadvantaged and non-disadvantaged children achieving expected levels when looking at test performance in English and Maths taken in Summer 2017. The EEF has recently published research on teacher bias in assessment which can further disadvantage pupils entitled to Pupil Premium.

2017 Y1 phonics data

The proportion of disadvantaged children achieving expected standards in the Year 1 phonics check fell between 2016 and 2017 (2017 58%).

A significant reason for this is cohort specific and so will be addressed in the Y2 action plan as well as Y1.

Autumn 2017 Current Year 2 baseline data

There are 16 disadvantaged children in Y2.

There is no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Reading, Writing and Maths.

Targets

- In summer 2018 end of KS1 national data there will be no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Reading, Writing and Maths.

How will we get there?

Whole year interventions

Principal and Deputy Principal to work with Year 2 team on awareness of potential bias in teacher assessment.

Targeted interventions

All disadvantaged children will receive a Maths and a Literacy home learning pack with offers of home visits from an Inclusion Mentor for selected children in order to demonstrate

Associated costs

£3100

£2200

<p>and encourage use.</p> <p>Disadvantaged children will be a priority for all booster groups.</p> <p>Individual Interventions All 16 disadvantaged children will have an Individual Action plan set up by class teacher and implemented and reviewed in conjunction with parents.</p>	<p>See section 4</p> <p>£1000</p>
<p>Mid-Year Review and any suggested amendments</p> <p><i>A statistically significant difference in proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Reading, Writing and Maths so 6 extra targeted for Reading (PP comprehension booster), 4 for Writing (PP writing booster and ASC) and 4 for Maths (PP Maths preteaching and booster)</i></p>	<p>Associated costs</p>
<p>End of Year Outcomes In summer 2018 end of KS1 national data:</p> <ul style="list-style-type: none"> ➤ <i>there was no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Reading</i> ➤ <i>there was a statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Writing</i> ➤ <i>there was a statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Maths</i> 	
<p>Autumn 2017 Current Year 1 baseline data There are 9 disadvantaged children in Year 1.</p> <p><i>There is no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels in Phonics, Writing and Maths.</i></p>	
<p>Targets</p> <ul style="list-style-type: none"> ➤ <i>There will be no statistically significant difference in proportion of disadvantaged and non-disadvantaged children who achieve expected standards in the Year One phonics test in 2018</i> ➤ <i>There will be no statistically significant difference in proportion of disadvantaged and non-disadvantaged children who achieve expected standards at the end of Year One in Writing and Maths</i> 	
<p>How will we get there? Whole year interventions Increased support for Y1 team from KS1 and EYFS team leaders (and Lead Practitioner where appropriate) with an emphasis on teaching and learning to meet individual needs.</p> <p>Targeted interventions All disadvantaged children will be taken on a fortnightly visit to Cippenham Library in order to encourage a love of reading, develop familiarity with traditional tales and rhymes and</p>	<p>Associated costs</p> <p>£6800</p> <p>£600</p>

<p><i>promote regular reading.</i></p> <p><i>All disadvantaged children will receive a Maths and a Literacy home learning pack with offers of home visits from an Inclusion Mentor for selected children in order to demonstrate and encourage use.</i></p> <p><i>Disadvantaged children will be a priority for phonics booster groups.</i></p> <p>Individual Interventions <i>All 9 disadvantaged children will have an Individual Action plan set up by class teacher and implemented and reviewed in conjunction with parents.</i></p>	<p>£2200</p> <p>See section 4</p> <p>£1000</p>
<p>Mid-Year Review and any suggested amendments</p> <p><i>Statistically significant difference in proportion of disadvantaged and non-disadvantaged children who are on track to achieve expected standards in the Year One phonics test so 3 additional children targeted (extra phonics sessions)</i> <i>Statistically significant difference in proportion of disadvantaged and non-disadvantaged children who are on track to achieve expected standards in the Year One phonics test so 3 additional children targeted (extra phonics sessions)</i></p>	<p>Associated costs</p>
<p>End of Year Outcomes</p> <ul style="list-style-type: none"> ➤ <i>There was statistically significant difference in proportion of disadvantaged and non-disadvantaged children who achieve expected standards in the Year One phonics test.</i> ➤ <i>There was no statistically significant difference in proportion of disadvantaged and non-disadvantaged children who achieve expected standards at the end of Year One in Writing and Maths</i> 	

<p>Section Three: Key Stage Two: Total Spend £50,400</p>
<p>Summer 2017 End of KS2 external data <i>The proportion of disadvantaged children achieving expected levels in at the end of Year 6, rose between 2016 and 2017 for Reading, Maths and GPS and remained constant in writing (R49%. W62%, M57%, Comb 41%, GPS 59%). However, there remained a statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected levels.</i></p>
<p>Autumn 2017 Current Year 6 baseline data <i>There are 32 disadvantaged children in Y6.</i></p> <p><i>There is no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils working at expected standards in writing and maths. There is a borderline significant difference in reading.</i></p>

<p>Targets</p> <ul style="list-style-type: none"> ➤ <i>To continue the upward trend in attainment of disadvantaged pupils at the end of KS2.</i> ➤ <i>There will be no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected standards in Reading, Writing or Maths.</i> 	
<p>How will we get there?</p> <p>Whole year interventions <i>An additional adult in Literacy and Maths in Year 6 to enable more focussed teaching aimed at children’s individual needs.</i></p> <p><i>Three additional adults in reading skills to enable more focused teaching aimed at children’s individual needs.</i></p> <p>Targeted interventions <i>Disadvantaged children not on track for at least average progress in reading and maths and those at risk of not achieving expected standards invited to Reading Eggs/Mathletics After School Club.</i></p> <p>Individual Interventions <i>Any disadvantaged children raised as an on-going concern after December Pupil Progress meetings to have an individual action plan.</i></p>	<p>Associated costs</p> <p>£11,160</p> <p>£4140</p> <p>£1500</p> <p>£1000</p>
<p>Mid-Year Review and any suggested amendments <i>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected standards in Reading. No statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected standards in Maths. Statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected standards Writing so 5 PP children selected for extra targeting (Booster with ER).</i></p>	<p>Associated costs</p>
<p>End of Year Outcomes</p> <ul style="list-style-type: none"> ➤ <i>The proportion of disadvantaged children achieving expected levels in at the end of Year 6, rose between 2017 and 2018 for Reading, Writing, Maths and Combined</i> <i>2017 R49% 2018 R66%,</i> <i>2017 W62% 2018 66%,</i> <i>2017 M57% 2018 M63%</i> <i>2017 Comb 41% 2018 Comb 47%</i> ➤ <i>There was no statistically significant difference in the proportion of disadvantaged and non-disadvantaged pupils achieving expected standards in Reading, Writing or Maths at the end of KS2 in 2018.</i> 	
<p>Autumn 2017 Current Year 5 baseline data <i>There are 33 disadvantaged children in Y5.</i></p> <p><i>There is no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths.</i></p>	

<p>Targets</p> <ul style="list-style-type: none"> ➤ There will be no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths ➤ No high achieving children entitled to Pupil Premium will be on track for less than average progress. 	
<p>How will we get there?</p> <p>Whole year interventions Lead practitioner support for new staff in year 5 team to ensure quality of teaching and learning across the curriculum is high.</p> <p>Targeted interventions Disadvantaged children not on track for at least average progress in reading and maths and those at risk of not achieving expected standards invited to Reading Eggs/Mathletics After School Club.</p> <p>Individual Interventions Any high achieving children entitled to PP not on track for at least average progress to have an Individual Action Plan. (Reading 0, writing 3, Maths 2)</p>	<p>Associated costs</p> <p>£6800</p> <p>£1500</p> <p>£500</p>
<p>Mid-Year Review and any suggested amendments</p> <p>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading</p> <p>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Writing</p> <p>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Maths</p> <p>High achieving children entitled to Pupil Premium on track for less than average progress: Maths 3, Reading 0, Writing 3 (individual actions on provision maps)</p>	<p>Associated costs</p>
<p>End of Year Outcomes</p> <ul style="list-style-type: none"> ➤ There was no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths ➤ High achieving children entitled to Pupil Premium on track for less than average progress: Maths 2, Reading 2, Writing 4 	
<p>Autumn 2017 Current Year 4 baseline data There are 32 disadvantaged children in Year 4.</p> <p>There is no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths.</p>	
<p>Targets</p> <ul style="list-style-type: none"> ➤ There will be no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths ➤ No high achieving children entitled to Pupil Premium will be on track for less than average progress. 	

<p>How will we get there? Whole year interventions <i>Lead practitioner support for new staff in year 4 team to ensure quality of teaching and learning across the curriculum is high.</i></p> <p>Targeted interventions <i>Disadvantaged children not on track for at least average progress in reading and maths and those at risk of not achieving expected standards invited to Reading Eggs/Mathletics After School Club.</i></p> <p>Individual Interventions <i>Any high achieving children entitled to PP not on track for at least average progress to have an Individual Action Plan. (Reading 2, writing 1, Maths 0)</i></p>	<p>Associated costs</p> <p>£13600</p> <p>£1500</p> <p>£300</p>
<p>Mid-Year Review and any suggested amendments</p> <p><i>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading</i> <i>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Writing</i> <i>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Maths</i> <i>High achieving children entitled to Pupil Premium on track for less than average progress: Maths 0, Reading 4, Writing 0 (individual actions on provision maps)</i></p>	<p>Associated costs</p>
<p>End of Year Outcomes</p> <ul style="list-style-type: none"> ➤ There was no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths ➤ <i>High achieving children entitled to Pupil Premium on track for less than average progress: Maths 0, Reading 5, Writing 2</i> 	
<p>Autumn 2017 Current Year 3 baseline data <i>There are 36 disadvantaged children in Y3. 7 of these children joined CPS in Year 1 in a bulge class – as they have missed over a year of schooling they are particularly vulnerable to underachievement.</i></p> <p><i>There is no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths.</i></p>	
<p>Targets</p> <ul style="list-style-type: none"> ➤ <i>There will be no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths</i> ➤ <i>No high achieving children entitled to Pupil Premium will be on track for less than average progress.</i> 	
<p>How will we get there? Whole year interventions <i>Lead practitioner support for new staff in year 4 team to ensure quality of teaching and learning across the curriculum is high.</i></p>	<p>Associated costs</p> <p>£6800</p>

<p>Targeted interventions <i>Disadvantaged children not on track for at least average progress in reading and maths and those at risk of not achieving expected standards invited to Reading Eggs/Mathletics After School Club.</i></p> <p>Individual Interventions <i>Any high achieving children entitled to PP not on track for at least average progress to have an Individual Action Plan. (Reading 1, writing 0, Maths 0) The 7 PP children who joined in the bulge class to have an Individual Action Plan.</i></p>	<p>£1500</p> <p>£100</p>
<p>Mid-Year Review and any suggested amendments <i>No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Writing No statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Maths High achieving children entitled to Pupil Premium on track for less than average progress: <i>Maths 2, Reading 1, Writing 1</i> (individual actions on provision maps)</i></p>	<p>Associated costs</p>
<p>End of Year Outcomes</p> <ul style="list-style-type: none"> ➤ <i>There are no statistically significant difference in the proportion of disadvantaged and non-disadvantaged children on track for at least average progress in Reading, Writing and Maths</i> ➤ <i>High achieving children entitled to Pupil Premium on track for less than average progress: Maths 0, Reading 1, Writing 1</i> 	

Section Four: Whole School Actions: Total Spend: £224,250

Actions	Associated costs
<i>Vocabulary project aimed at improving vocabulary in children across the school – an additional teacher to teach vocabulary across the school.</i>	£24,000
<i>Daily enrichment activities taught by specialists for pupils (e.g. music, dance, multisports)</i>	£14,000
<i>Reading Eggs and Mathletics Apps to enable homework tailored to individual needs. Associated workshops and training.</i>	£2500
<i>Lunchtime homework club to enable completion of homework within school hours if necessary.</i>	£1100
<i>Termly maths and literacy parent workshops helping improve parents confidence in supporting their child's learning at home.</i>	£6500
<i>Parent literacy course taught by Henley College in school where parents can work towards a Functional Skills qualification.</i>	£250
<i>Lunchtime clubs and activities to facilitate social interaction and provide enrichment opportunities e.g. art club, tennis club etc</i>	£6000
<i>Partial funding of The Hub and therapy room to provide Social, Emotional, Behavioural and Mental Health support to identified pupils and also academic support for vulnerable pupils.</i>	£64,800
<i>Subsidising after school clubs and school visits for children entitled to Pupil Premium.</i>	£4500
<i>Subsidising essentials to education for children entitled to PP.</i>	£2500
<i>Maths and literacy interventions from Summer term YR to Y6 in order to boost rates of progress.</i>	£43,800
<i>CPD to develop quality of teaching and learning as a whole and also increase staff's effectiveness in meeting the needs of vulnerable pupils.</i>	£6400
<i>Enabling environment including displays, books and IT facilities.</i>	£6500
<i>Curriculum enrichment days in order to provide real life, hands on experiences (e.g. mobile zoo, dinosaur day, Greek day, Indian dancing workshop, theatre groups, Heathrow STEM challenge, operating theatre live.</i>	£2800
<i>Partial funding of Welfare Lead to focus on improving outcomes for vulnerable children.</i>	£29,600
<i>Attendance and Welfare Officer to work with families and outside agencies in order to improve attendance and punctuality.</i>	£9000

Grand Total Spend: £299,650