

Disadvantaged Pupil Premium (DPP) Strategy Statement 2018-19

1. Summary information			
School	Cheam Common Infants' Academy		
Academic Year	2018-19	Total DPP budget	£27,820 (subject to review)
Total number of pupils	357	Number of pupils eligible for DPP	22
Date for next DPP Strategy Review	January 2019		

At Cheam Common Infants' Academy we have high aspirations for our children and are determined to ensure that all children are given every chance to meet their full potential. The Government believes that the Disadvantaged Pupil Premium, which is additional to main school funding, is the best way to address the inequalities between children and to ensure that funding reaches the pupils who need it most.

We are accountable for how we use the additional funding to support disadvantaged pupils and have created a Disadvantaged Pupil Premium Strategy to enable us to inform parents about the barriers faced by eligible pupils and show how we spend the funding.

Our key aim in using Disadvantaged Pupil Premium funding is to diminish the differences between disadvantaged pupils and their peers in terms of their academic attainment, their rates of progress from their starting points and in their access to extended curriculum provisions and other activities. We offer support to disadvantaged pupils and their families in many ways.

As an infant school we have only a small number of families registering for DPP due to Universal Free School Meal offer. Therefore our numbers are small and this makes comparative data with national outcomes difficult to reconcile. However our DPs make excellent progress from their individual starting points.

2. Current attainment											
	% of DPs CCIA Expected + 2018 (7 ch)	% Non DPs at Expected + CCIA 2018	% ALL CCIA at Expected + 2018	% DPs Nationally at Expected+ 2018	% Non DPs Nationally at Expected + 2018	% of ALL Nationally at Expected + 2018	% of DPs at Greater Depth at CCIA 2018	% of Non DPs at Greater Depth at CCIA 2018	% ALL CCIA At Greater Depth 2018	% DPs Nationally at Greater Depth 2018	% of all pupils Nationally At Greater Depth 2018
Reading	57%	83%	82%	79%	79%	75%	14%	40%	39%	29%	26%
Writing	57%	82%	80%	74%	74%	70%	0	26%	24%	18%	16%
Maths	71%	94%	92%	80%	80%	76%	14. %	34%	33%	25%	22%
Science	71%	93%	91%	86%	86%	83%	N/A	N/A	N/A	N/A	N/A

3 Barriers to future attainment (for pupils eligible for DPP)	
In-school barriers (issues to be addressed in school)	
A.	Low Baseline entry data effects achievement of Good Level of Development (GLD) in Early Years Foundation Stage (EYFS)
B	DPs entering Year 1 not attaining the Early Learning Goal (ELG) in Reading Writing or Mathematics
C	Some DPs making slower than expected progress in Reading compared with non DP peers so difficult to diminish the difference within KS1
D	This group can be highly mobile. A clear understanding of prior learning needs to be understood on entry.
E.	73% of current DPs have additional needs, including those being supported as SEN.
External barriers (issues which also require action outside school)	
F.	Emotional and social difficulties exist for some DPs which has a detrimental effect on their access to learning and achievement
G.	Attendance (and punctuality) rates is an issue for some DPs.. This reduces their school hours and may cause them to fall behind

4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To raise the level of attainment of DPs in order for them to achieve a GLD.	All EYFS DPs, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up
B.	To raise attainment through monitoring and provision for DPs entering Year 1 having not attained the ELG in Reading, Writing and Number.	DPs in Year 1 not yet attained the ELG make accelerated progress from their starting point in the core subjects
C.	To raise the standard in Reading for all Year 2 DPs and diminish the difference between DPs/Non DPs	DPs in Year 2 achieve at least in line with their peers in Reading from equivalent starting points
D.	To reduce the effect of mobility within this country or from abroad during the academic year. Clear understanding of prior learning needs to be understood on entry.	Mobile DP's (non-standard admission to school) will make at least expected progress from their individual starting points in line with their peers.
E.	Provide effective additional support for DPs (SEN, EAL & Vulnerable pupils)	DPs with additional needs are supported effectively through the school's SEN practice, with recognition of support for any additional factors that they might face. DPs make progress from their individual starting points in line with their peers.
F.	The well-being of DPs with emotional and social difficulties is addressed and supported.	DPs have developed good well- being strategies and learn and achieve in line with their peers from equivalent starting points
G.	DPs attendance improves in line with both national and school attendance rates	Overall DPs attendance improves in line with 'other' pupils.

DP - Disadvantaged Pupil	HT - Head Teacher	TA - Teacher Assistant	PSC - Phonics Screening Check
PPG - Pupil Premium Grant	DHT - Deputy Head Teacher	DPL - Disadvantaged Pupil Lead	S&L - Speech and Language
EYFS – Early Years Foundation Stage	AHT - Assistant Head Teacher	FSW - Family Support Worker	RWI - Read Write Inc
ELG – Early Learning Goal	SLT - Senior Leadership Team	SDP - School Development Plan	
GLD - Good Level of Development	CT - Class Teacher	CPD- Continued Professional Development	

5. Planned expenditure

i Quality of teaching for all

Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A. To raise the level of attainment of DPs in order for them to achieve a GLD in EYFS.	<p>Closely track DPs from Baseline who are Emerging in core subjects to identify next step developments.</p> <p>Establish early on in the Autumn Term support groups for pupils with communication and language delay.</p> <p>SDP Key Priority to improve Reading & Phonics teaching and learning across whole school.</p> <p>Identified DPs receive extra daily reading. - 'Red Readers'.</p> <p>Set up a DP lending library - books selected from Pie Corbett's Reading Spine</p> <p>Provide RWI resource set 1 cards for DP families to use at home.</p> <p>Continue focus on 'Talk for Writing' in EYFS.</p> <p>'Super7' self-assessment method used in all EYFS classes.</p> <p>First hand learning/purposeful writing drive.</p> <p>DPs not on track for fine and gross motor skills are identified early and interventions put in place (PE/SDP/Active Literacy Activities).</p> <p>Mathematics Leader to support embedding Mastery Mathematics in EYFS to raise attainment.</p> <p>To target and plan intervention for potential DPs to achieve Exceeding.</p> <p>Carefully monitor new DPs into EYFS and provide provision where necessary.</p>	<p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011).</p> <p>Need to raise expectations for all pupils.To further increase the number of DPs achieving a GLD.</p> <p>Low levels on entry of DPs in communication, literacy and language linked to specific communication and language acquisition difficulties.</p>	<p>CT/SLT to closely monitor and regular tracking of progress.</p> <p>New staff CPD- Read, Write Inc – Ruth Miskin training course.</p> <p>CT to review pupils reading record book weekly and review reading material to ensure it is vocabulary rich and matched to phonics teaching. DPL to monitor reading records every three weeks.</p> <p>Whole School CPD - Reading.- Training for all staff - Clarity of process of learning to read.</p> <p>Create more opportunities for modelling of reading books.</p> <p>More structured whole school approach to comprehension and the learning of 'Tricky words'.</p> <p>VIPERS to be displayed and used in class.</p> <p><u>Assessment</u> Assessment For Learning & tracking <u>Monitoring</u> Learning Walks/Observation/Planning with a - focus on DPs.</p> <p>Planning timetabled intervention groups for targeted pupils.</p> <p>DPL ensures new DPs coming into school are quickly assessed and provision put in place.</p>	<p>CT/SLT/DPL</p> <p>English Lead</p> <p>HT/DH Middle Leaders</p> <p>EYFS Lead/ CT/DPL</p>	Termly

Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>B. To raise the attainment of pupils entering Year 1 without ELG/GLD in Reading, Writing and Number.</p>	<p>Quality first teaching through teaching and feedback. Identify next steps developments and closely track DPs in core subjects for pupils on EYFS Emerging in any GLD. SDP Key Priority to raise standards of teaching and learning of Reading and enable better progress in Writing. Identified pupils receive extra daily reading.- Red Readers Set up a DP lending library - books chosen from Pie Corbett's Reading Spine with CT also reading from this selection of stories in class.. Provide RWI resources -'More phonic cards' for DP families to use at home. Continue rigorous tracking and provision for DPs in Phonics. CT plan for opportunities for extended and first hand learning opportunities for purposeful writing. Identify potential for accelerated progress from individual starting point and put strategies in place in class. Carefully monitor new DPs into Yr 1 and provide provision where necessary.</p>	<p>A greater number of EYFS DPs than desired not achieving GLD 2017-18</p>	<p>Regular progress meetings monitor the progress of Non GLD - Subject leaders, SLT, Head of Year 1 SEN CO and Governors. New staff CPD- Read, Write Inc – Ruth Miskin training course. Whole School CPD- Reading Clarity of process of learning to read and teaching to read for all staff. Nurture love of reading. Create more opportunities for modelling of reading books. More structured whole school approach to comprehension and the learning of 'Tricky words'. Assessment for Learning supports accelerated progress. Half termly tracking of Year 1 DPs Phonic attainment. <u>Assessment Monitoring</u> Assessment For Learning & tracking Learning Walks/Observation/Planning with a - focus on DPs. Planning timetabled intervention groups for targeted pupils. DPL ensures new DPs coming into school are quickly assessed and provision put in place.</p>	<p>Yr 1 Lead/ Middle Leaders/SLT English Lead English Lead/DPL HT/DH/ English Lead English Lead/Year group Lead/ DPL DPL</p>	<p>Termly</p>

Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
C. To raise the standard of Reading for all Year 2 DPs and diminish the difference between DPs/Non DPs	<p>Quality first teaching through teaching and feedback.</p> <p>SDP Key Priority to raise standards of teaching and learning of reading. All reading corners are developed.</p> <p>Identified pupils receive extra daily reading. - 'Red Readers'. Identify next steps developments and closely track DPs attaining Developing on entry to Yr 2. Additional RWI phonics group is introduced in Yr 2 where focus is primarily on comprehension skills.</p> <p>Identify potential for accelerated progress from individual starting point and put strategies in place in class. Identify any potential Greater Depth DPs and plan provision.</p> <p>Carefully monitor new DPs into Yr 2.</p>	<p>Data shows that Reading attainment at the end of KS1 is the widest gap of the core subjects between DP/Non DP working at Expected level. (July 2018.- 25%). This difference needs to be diminished.</p> <p>School data shows that we need to increase the number of DPs reaching Greater Depth in Reading.</p>	<p>At termly pupil progress meetings progress and interventions are assessed to monitor accelerated Literacy learning.</p> <p>Additional time for English Lead</p> <p>Monitoring of teaching and learning Assessment For Learning & tracking Learning Walks and observations include a focus on DPs.</p> <p>DPL ensures new DPs coming into school are quickly assessed and provision put in place.</p> <p>HT Report to Governors</p>	<p>SLT/English Lead</p> <p>SLT/English Lead</p> <p>DPL</p> <p>Governors</p>	Termly
D. Mobile DPs (non-standard admission to school) will make at least expected progress from their individual starting points in line with their peers.	<p>Baseline assessment on entry. Individual provision map implemented to plan to address needs. All DPs regardless of when they are admitted into school will know and understand the immediate next steps in their learning.</p>	<p>This group of pupils are highly mobile and sometimes from overseas. During 2017-18 great efforts were made to attain previous data which was not always available and so progress difficult to measure.</p>	<p>New joiners from other schools and overseas will be a focus group for class teachers. Their learning on entry will be assessed (baseline) and gaps will be highlighted and addressed. DPs will be a focus group during Learning Walks, Observations and Work scans to ensure good or better progress.</p>	DHT/AHT/ DPL/CT	On entry Half termly
Total budgeted cost					£25,000

ii Targeted support					
Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A. To raise the level of attainment of DPs in order for them to achieve a GLD in EYFS.	Targeted support through small groups (EAL, S&L, Social/Nurture) to match to needs of DPs to keep on track to achieve GLD. Timetabling to come into line with KS1. SLT/Middle Leaders to deliver workshops for parents.	To increase further the number of EYFS DPs that achieve GLD. Some pupils require targeted support to raise standards of achievement. Parents are key in supporting effective learning so parents are kept up to date on their children's learning and feel confident to be engaged in pupils learning and know how to support them.	Timetabled groups for targeted pupils. Rigorous half termly tracking and assessment information analysed to demonstrate impact. Regular progress meetings with SLT. DPL/EYFS Lead to continue rigorous monitoring of planned group planning provisions. Staff to personally encourage parents to attend workshops. DPs attendance information at workshops to be analysed.	Trained Support Staff led by Early Years Lead//CT/DPL SLT/DPL/CT	Termly Ongoing
B. To raise the attainment of children entering Yr 1 without ELG/GLD in Reading, Writing and Number.	Targeted intervention groups including: Lexia, Code X One-to-One Phonics Phonics setting Tutoring Kit (Ruth Miskin) Phonics Booster group Extra Writing groups in class provision Maths groups with DPL/Skilled TA's Volunteers – 'Take 1' Project, Parents and Governors.	A greater number of EYFS DPs than desired not achieving GLD 2017-18. These pupils need targeted support to diminish differences and make accelerated progress.	Timetabled groups to ensure they take place overseen by DPL Regular Provision Mapping and Monitoring of impact. DPL to meet termly to discuss provision and impact with CT and to review book bands. Pupil progress meetings with HT/DHT/AHT	SENco/DPL DPL/Middle Leaders DPL SLT	Termly

Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
C. To raise the standard in Reading for all Year 2 DP and diminish the difference between DPs/Non DPs	Targeted intervention groups for additional Phonics and Reading intervention delivered by DPL/Skilled TA's. Lexia Red Readers SLT matched to a class to hear "Developing" readers "Take10 project" Parent Workshops Pupil/DPL Conferences with Greater Depth DP.	DP. making slower than expected progress to diminish the difference with Non DP peers at end of Yr 1 and Yr 2.	Groups will be tracked termly and assessment information analysed to monitor impact of provision and adjust accordingly. DPL will ensure conferences take place termly	DPL SLT DPL	Termly
D.Mobile DPs (non-standard admission to school) will make at least expected progress from their individual starting points in line with their peers.	Targeted intervention in class or through smaller group to be quickly implemented to address needs. All DPs regardless of when they are admitted into school will know and understand the immediate next steps in their learning.	This group of pupils are highly mobile and sometimes from overseas. During 2017-18 great efforts were made to attain previous data which was not always available and so progress difficult to measure.	New joiners from other schools and overseas will be a focus group for class teachers. Through baseline assessment gaps in learning will be identified and addressed through small group intervention. New joiners/DPs will be a focus during Learning Walks, Observations and Work scans to ensure good or better progress. Timetabled groups to ensure they take place overseen by DPL	DHT/AHT/ DPL/CT	On entry Half termly

Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
E. Provide additional support for DPs SEN/EAL and Vulnerable pupils	<p>All DPs have a plan of provision showing targeted provision through additional support groups including Lexia, Code X RAG Readers Catch Up Literacy One-To-One Phonics Maths Booster Matheletics Take10 Project 1-1 Reading Reading and Phonics Social & Nurture Special Focus child project FSW provision Lunch time club</p> <p>Continue to subsidise music tuition, school trips and extended curriculum activities run by school and specialist staff so that all children have full access to these activities, there is no barrier to participation.</p>	<p>73% of DPs have additional needs, including those being supported as SEN. Pupils eligible for PPG are observed to have improved concentration, motivation and resilience when they have received additional support.</p> <p>Providing guidance and support to families breaks down barriers to learning.</p> <p>Extra-curricular clubs have been seen to improve pupils self-esteem and attainment. It is important that all children have access to an entire rich experience of our school. School to engage with parents to ensure that all learning opportunities are subsidised for DPs and that they have priority access and attend free of charge.</p>	<p>Focused pupils identified through pupil progress meetings and outcomes tracked to measure impact of the support. Recorded on termly Provision map.</p> <p>Guidance and monitoring of Support Staff intervention groups.</p> <p>Weekly meeting between FSW & SEN Co/Half termly between FSW/DPL FSW reports to SEN Co with session evaluations Feedback from questionnaire completed by families supported by FSW Data shows that DPs make progress in line with other groups.</p> <p>Targeting of specific children. Places are reserved specifically for DPs and monitoring of access.</p>	<p>SLT/SEN Co/ DPL</p> <p>FSW/SEN Co DPL</p> <p>Office staff Music Lead</p>	<p>Termly</p> <p>Termly</p>
Total budgeted cost				£4,000	

iii. Other approaches					
Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
F. The well-being of DPs with emotional and social difficulties is supported and addressed	<p>FSW Mental Health Nurse NW & Specialist Agencies – Jigsaw 4 U Counselling and Pupil support Parenting support & workshops Nurture & Social Group to match to specific needs. Special Focus Child Teacher Conferences with Greater Depth DPs PSHE/Circle Time Golden Rules and Star of the week. Scaffold social skills and peer relationships through lunchtime clubs and work with FSW providing opportunities to practise social skills</p> <p>Staff training on specific programmes and approaches to support pupils when they have anxieties and worries.(FSW)</p> <p>Emergency funding for Wrap around care should a need arise.</p> <p>Personal contact to be made initially through a letter from the DP Lead to parents of DPs to ensure that they know their point of contact.</p>	<p>Emotional wellbeing is key to supporting pupils learning. Addressing specific issues breaks down barriers to learning and achievement and enables pupils to talk about emotional issues which affect them e.g. anger and friendships. Pupils retain more friendships and need less support in class time to resolve friendship issues. Concentration levels are increased and pupils are more able to cope with the demands of the curriculum.</p> <p>All staff are key to supporting pupil's emotional wellbeing and need to feel confident and aware so as to identify needs.</p> <p>The DPL to date communicates well with DP children, staff and FSW but has less contact with individual parents.</p>	<p>Regular feedback from FSW and other Specialist Agencies/ parents supported.</p> <p>Nurture groups for specific children are in place – Monitor provision of impact on children's progress</p> <p>Monitor the impact of provision on children's progress and adjust accordingly.</p> <p>Emotional Wellbeing Register compiled of all identified pupils.</p> <p>FSW shares good practise and best use of resources</p> <p>Parents are able to contact the DPL</p>	<p>SENco SLT FSW DPL</p> <p>SEN Co/ DPL</p> <p>FSW</p> <p>DPL</p>	Ongoing

Desired outcome	Chosen/action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
G. DPs attendance improves in line with both national and school attendance rates	Buy into LA Attendance Support Service. HT half termly meetings with school Attendance Officer , A consistent sharp focus by teachers on the attendance and punctuality of DPs. In class support strategies for improving punctuality through reward charts. FSW.	Low attendance and poor punctuality will impact a child's ability to achieve and integrate. "Where a child is absent for a day per week they will miss the equivalent of two years of their school life." (Hants.gov.uk) Children who are absent for substantial parts of their education fall behind and struggle to catch up.	Implementing of statutory and school policy. Identify DPs with below average attendance including persistent absence and those who are regularly late to arrive/collected. All concerned to be tenacious in tracking and following up of low attendance. Teachers to proactively engage with parents/carers regarding attendance and punctuality. Leadership liaise with parents to put in a plan of action to improve. Half termly meetings with Attendance Officer. Within this time frame Office Administrator liaises with DPL to Meeting with Attendance Governor HT Report to Governors	HT /LA Attendance Officer/ School Administrator DPL/School Administrator Governors	Half termly
				Total budgeted cost	£4,200