

# Pupil premium strategy

1. Summary information					
School	Cauldwell				
Academic Year	2018-19	Total PP budget	£157,359	Date of most recent PP Review	October 2018
Total number of pupils	404	Number of pupils eligible for PP	117	Date for next internal review of this strategy	Spring 2019

2. Current attainment		
	<i>Pupils eligible for PP – 18 Yr6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
58% achieving in reading, writing and maths	59%	64%
68% achieving ARE in reading	71%	75%
65% achieving ARE in writing	59%	78%
77% achieving ARE in maths	71%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Children have low English language skills on entry into school, this impacts on reading and writing throughout the school	
<b>B.</b>	High mobility affects data	
<b>C.</b>	Significant numbers of vulnerable pupils who do not qualify for pupil premium grant funding.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A.</b>	Speech, Language difficulties and other special educational needs	
<b>B.</b>	Lack of support with learning at home due to various factors, lack of outside experiences and opportunities	
<b>C.</b>	other welfare and social issues	
<b>D.</b>	Poor attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve speech and language levels across the school	Pupils in Reception class make rapid progress to meet age related expectations. Other pupils in school are identified and supported to

		develop their speech and language skills. Speech and language development continue to be a school priority through Elklan, active learning and communication friendly school award.
<b>B.</b>	To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading, writing and Maths.	Vulnerable pupils will make at least expected progress in reading, writing and Maths, if not advice will be sought to identify and address barriers to learning.
<b>C.</b>	To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to outside school.	Pupils have accessed a variety of rich activities and extracurricular opportunities inside and outside school.
<b>D.</b>	To support and inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults through family support.	Parent support worker engages effectively with parents, supporting them to improve their circumstances, improve their mental health and wellbeing and therefore increase these things for their children.
<b>E.</b>	All pupils to attend school 96% or above	Attendance has improved, particularly in vulnerable groups of pupils.
<b>F.</b>	To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.	<ul style="list-style-type: none"> <li>• Specific learning needs assessments inform teachers of individual pupil needs in order that teachers can plan support and ensure best progress.</li> <li>• Mental health and wellbeing support and interventions are sought and implemented to support pupils to be ready to engage with learning effectively.</li> <li>• Whole school wellbeing strategy and actions are implemented and developing</li> </ul>
<b>G.</b>	To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning.	<ul style="list-style-type: none"> <li>• More able vulnerable pupils are tracked closely and targeted if their progress slows.</li> </ul>

5. Planned expenditure					
Academic year	2018/19				
How will Pupil Premium be spent in 2018/19?					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it's implemented well	Staff lead	When will you review implementation?
A. To improve speech and language levels across the school.	Speech and language interventions: <ul style="list-style-type: none"> <li>Lift off to language – (small group) run daily by two LSA's in Foundation.</li> <li>Elklan – speech and language intervention – 1 trained teacher to support LSAs to implement small group interventions in years 1 - 3.</li> <li>Talking partners – teacher (1 group 3 x per week) LSA (3 groups 2x per week each) for EAL language interventions across the school.</li> <li>Active learning will promote and enhance engagement whilst reducing low level disruption.</li> </ul>	<ul style="list-style-type: none"> <li>Speech and language is a difficulty for many pupils at Cauldwell.</li> <li>We have chosen 4 specific programs proven to improve and develop vocabulary, speech and language.</li> <li>These will lead to increased engagement and participation in a whole class setting.</li> </ul>	<ul style="list-style-type: none"> <li>Ring fence time for LSAs to prepare and implement interventions effectively.</li> <li>Ensure release time is given for RM to oversee and support interventions.</li> </ul>	KG supported by RM	Spring 2019 – through intervention maps. Achieve communication friendly school award autumn 2018
B. To accelerate progress for all pupil premium and other vulnerable children in order that they make expected progress in reading, writing and Maths.	Small group interventions: <ul style="list-style-type: none"> <li>Pupils identified as vulnerable and/or at risk of falling behind will be targeted through intervention maps for additional small group LSA interventions – reading, comprehension, writing, phonics and maths.</li> <li>Targeted pupils will attend short term small group interventions with specialist teachers during morning teaching sessions.</li> <li>Parents attendance at ESOL classes, leading to improved English and better support for pupils at home.</li> </ul>	<ul style="list-style-type: none"> <li>Small group intervention when targeted specifically and clearly planned has high impact upon progress. Pre-teaching focus to compliment quality first teaching.</li> <li>Targeting pupils who are at risk of falling behind or who achieving just below expected can give confidence and raise standards swiftly.</li> <li>Skills and knowledge of specialist teachers targets pupil learning gaps and barriers intensively and has supported pupils to return to class with increased confidence and participation.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure minimum LSA class cover use so interventions are consistent.</li> <li>Plan interventions systematically with clear outcomes.</li> <li>Use gap analysis assessments to identify objectives and measure progress.</li> </ul>	Team leaders supported by KG	Spring term 2019 through intervention maps.

<p>C.</p> <p>To enable vulnerable pupils to access clubs and activities they wouldn't have the opportunity to outside school.</p>	<ul style="list-style-type: none"> <li>• Enrichment program – 4 x 1 hour additional lessons for all pupils year 4 and above every week.</li> <li>• Swimming</li> <li>• ICT resources</li> <li>• Attendance prizes</li> <li>• Support to attend school trips.</li> <li>• More able and talented events</li> <li>• Festival of Music, Speech and Drama entries.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are offered subjects such as cookery, music, art, film club, origami and lego club. Opportunities many pupils do not have outside school. In year 6 additional Maths and literacy lessons are delivered to help raise standards.</li> <li>• Extra funding is used to ensure pupils are given a broad range of experiences and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment to continue as it has for the past 4 years.</li> <li>• Identify and seek opportunities to give pupils a broad range of experiences.</li> </ul>	<p>JA</p>	<p>October 2019</p>
<p>D.</p> <p>To inspire vulnerable pupils to aspire to achieve good outcomes and progress to careers and employment as adults.</p>	<ul style="list-style-type: none"> <li>• Have a careers Fayre</li> <li>• When I grow up day</li> <li>• External visits and activities – class trips, PE events, more able events, festival entries, O2 singing etc.</li> <li>• UoB link – Graduation day</li> <li>• Dream tree</li> <li>• Links with Secondary School, visits and transition, seeing facilities.</li> <li>• Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fayre and When I grow up day successful and inspired writing.</li> <li>• Pupils have attended a variety of external enrichment events.</li> <li>• Links with Secondary school have developed further</li> <li>• All pupils are attending a club and those who have not elected to join are invited to join.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT will have monitoring responsibilities.</li> <li>• Targeted pupils to attend specific events.</li> <li>• Monitor participation through sims</li> </ul>	<p>SLT</p>	<p>October 2019</p>
<p>E.</p> <p>All pupils to attend school 96% or above</p>	<ul style="list-style-type: none"> <li>• Parent Support worker to monitor pupils who are consistently late and follow up quickly.</li> <li>• HT to monitor attendance ½ termly</li> <li>• Key children will be highlighted to class teacher.</li> <li>• Newsletters</li> <li>• EWO</li> <li>• Attendance rewards – certificate, bands.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School attendance figures have continued to improve</li> <li>• Vulnerable groups attendance has risen and specific families are targeted, supported and encouraged to get their children into school – leading to increased attendance figures for these groups.</li> </ul>	<p>Regular meetings and feedback in safeguarding team.</p>	<p>SD supported by KG and JA</p>	<p>Spring 2019</p>

<p>F. To identify specific barriers to learning, including those which relate to mental health and wellbeing. Use this knowledge to support and reduce impact upon pupil achievement.</p>	<ul style="list-style-type: none"> <li>• Targeted social emotional wellbeing groups for pupils with identified needs in this area.</li> <li>• Swift referrals to outside support such as play therapy for pupils with high level emotional needs.</li> <li>• Swift identification of learning needs by class teachers leading to specific assessment which will lead to recommendations for supporting children to close the gap in learning.</li> <li>• Referrals to outside agencies for further support as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted wellbeing, social, emotional and mental health interventions can reduce pupil anxiety and enable children to better access whole class quality first teaching more effectively, leading to better outcomes.</li> <li>• Quick identification and support ensure thorough and effective differentiation is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers to learning are quickly identified and pupils are supported to overcome these and achieve to their full potential.</li> <li>• Targeted short term emotional support improves pupils engagement and progress in class.</li> </ul>	<p>KG – supported by AJ and DP</p>	<p>October 2019</p>
<p>G. To ensure more able vulnerable pupils are given the opportunities to make good progress through challenge and mastery learning.</p>	<ul style="list-style-type: none"> <li>• Targeted Mastery curriculum for all pupils who have the potential to achieve at this level, despite their background.</li> <li>• More able inter school opportunities, including the private sector, disadvantaged pupils are given priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged children can be overlooked at mastery level due to lack of opportunities and support outside school. Identifying this potential can increase life chances and broaden opportunities for these pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• More able disadvantaged pupils will make progress and retain this level of achievement.</li> </ul>	<p>KG</p>	<p>October 2019</p>
<p><b>Total budgeted cost</b></p>					<p><b>£157,359</b></p>