

# Pupil premium strategy Review October 2018

1. Summary information					
School	Cauldwell				
Academic Year	2017-18	Total PP budget	£157,359	Date of most recent PP Review	October 2017
Total number of pupils	408	Number of pupils eligible for PP	103	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Pupils eligible for PP – 16 Yr6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
60% achieving in reading, writing and maths	53%	61%
72% making progress in reading	65%	71%
63% making progress in writing	59%	76%
72% making progress in maths	82%	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.
<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 improve, 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> </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. Review of expenditure					
Academic year		2017/18			
How was Pupil Premium be spent in 2017/18?					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it's implemented well	Review and evidence Autumn 2018	Actual Cost
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> </ul>	<ul style="list-style-type: none"> <li>Speech and language is a difficulty for many pupils at Cauldwell.</li> <li>We have chosen 3 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>	<p>Training to all LSAs on Elklan approaches has taken place.</p> <p>RM and KG have worked with EAL and SaLT intervention LSAs (SB, GF, RG) to support delivery.</p> <p>Elklan introduced to teachers at staff meeting and training scheduled for all staff at Wednesday staff meeting April 2018.</p> <p>Cauldwell working towards communication friendly school award in Autumn 2018 – implementing and promoting Elklan and active learning through this.</p>	<p>LSA 1 <b>£11,551</b> LSA 2 <b>£11,856</b></p> <p><b>Total: £23,407</b></p>
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</li> </ul>	<ul style="list-style-type: none"> <li>Small group intervention when targeted specifically and clearly planned has high impact upon progress.</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</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>	<p>See AB impact data and JR impact data in PP file.</p> <p>Intervention maps – in pp file</p> <p>We are looking at intervention delivery to try and make it as high impact as possible – new approaches and targeting. LSA training in specific areas. Minimum time out of QFT for pupils.</p> <p>Sandwell gap analysis is being used in y4/5. This has enabled close focus upon</p>	<p>Intervention teachers: <b>£23,499</b> <b>£23,129</b></p> <p>Phonics intervention: <b>£3,395</b></p> <p>1x LSA for interventions <b>£17,091</b></p> <p><b>Total: £67,064</b></p>

	ESOL classes, leading to improved English and better support for pupils at home.	supported pupils to return to class with increased confidence and participation.		specific objectives for targeted pupils.	
<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 3 years.</li> <li>• Identify and seek opportunities to give pupils a broad range of experiences.</li> </ul>	<p>Enrichment continues to give all pupils year 4 and above opportunities to experience activities e.g. origami, stacking, film club, stomp and samba. Year 6 additional literacy and Maths continues to raise attainment in preparation for SATs</p> <p>More able events – maths escape room and 2 science events, 1 or 2 more events in summer term – creative.</p> <p>Many sporting opportunities for all abilities. High achievement in inter-school competitions.</p> <p>Festival 2018 – 32 entries – 19 placed entries including 2<sup>nd</sup> place for choir and 1 singing entrant. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> places for poetry entries.</p>	<b>Total: £14,297</b>
<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>Club lists</p> <p>School visit lists</p> <p>External events lists</p> <p>Summer term plan for links with BA and Bedford college for year 4/5 careers day.</p> <p>EYFS/y1 – people who help us topic.</p> <p>Only 15 pupil premium children did not attend clubs (7 of these joined the school mid year). These children will be targeted in 2018/19.</p>	No cost

<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 improved</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>See attendance data and case studies of work to improve attendance and impact of this. See pupil premium attendance and graph.</p>	<p><b>Total: £13,360</b></p>
<p>F.</p> <p>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>Learning profiles SATs access arrangements profiles. Case studies – Alyson Play therapy data Reports from intervention staff</p>	<p><b>Inclusion manager £26,028</b></p> <p><b>Lead behaviour professional £13,155</b></p> <p><b>Total: £39.183</b></p>
<p>G.</p> <p>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</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</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>More able, pupil premium in particular children identified on planning and staff are aware of these pupils and focus on challenging them as much as possible.</p> <p>See scrutiny document</p>	<p>QFT and inclusion manager</p>
<p><b>Total budgeted cost</b></p>					<p><b>157,311</b></p>

