



Pupil Premium Strategy Statement: Caversham Primary School

1. Summary Information

School:	Caversham Primary School				
Academic year:	2017/18	Total PP budget:	£33,920	Date of most recent PP review:	N/A
Number on roll:	457	Number of pupils eligible for PP	24	Date for next internal review of this strategy:	Sept 2018

2. Current attainment - End of KS2 results

	2014-15		2015-16 (1 Pupil)		2016-17 (3 Pupils)	
	Pupils eligible for PP (CPS)	Pupils not eligible for PP (nat. average)	Pupils eligible for PP (CPS)	Pupils not eligible for PP (nat. average)	Pupils eligible for PP (CPS)	Pupils not eligible for PP (nat. average)
% achieving ARE in maths (<i>Higher Standard</i>)			100% (0%)	78% (19%)	100% (67%)	80% (27%)
% achieving ARE in reading (<i>Higher Standard</i>)			100% (0%)	72% (23%)	100% (33%)	77% (29%)
% achieving ARE in writing (<i>Higher Standard</i>)			0% (0%)	64% (8%)	67% (33%)	81% (21%)
% achieving ARE in GPS (<i>Higher Standard</i>)			100% (0%)	78% (27%)	67% (33%)	81% (35%)
% achieving ARE in reading, writing and maths			100% (0%)	60% (7%)	67% (33%)	67% (11%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In school barriers (*issues to be addressed in school, such as poor oral skills*)

A	English attainment - poor language acquisition/spelling/reading skills. Particularly in years 1, 3 and 6.
B	Low self-esteem/anxiety/poor emotional health - this is particularly evident in our Post-LAC pupils
C	Opportunities to challenge/engage more able PP pupils - increase number of pupils reaching higher standard (particularly current Year 5 cohort)

External barriers (*issues which also require action outside school, such as low attendance rates*)

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4. Desired outcomes



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<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	Ensure all PP pupils are making expected or better progress and to increase numbers meeting ARE.	Pupils eligible for PP in Year 1,3 and 6 make accelerated progress so that all pupils eligible for PP meet age related expectations.
B	Improved emotional health and resilience	Fewer incidents of teachers reporting anxiety issues for PP children.
C	Increase number of pupils reaching 'higher standard' at end of KS2	Identify children who achieved level 2a/3c at the end of KS1 or who are currently 'Working Above' and ensure that quality first teaching provides adequate level of challenge. Pursue additional opportunities to develop these skills.
External barriers (issues which also require action outside school, such as low attendance rates)		
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5. Planned expenditure

Academic Year:	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole-school strategies.					
i. Quality teaching for all					
Desired outcome	Chosen approach/action	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
B - Improved emotional health and resilience	Staff training provided by SENDCo and teacher with experience of	There are an increasing number of pupils for whom their early experiences have an impact on their emotional health and therefore their ability to cope in school.	Training will be delivered by staff with appropriate expertise.	P. Sutton	July 2018



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Increased understanding of attachment and trauma issues	attachment disorders.	By ensuring that all staff are aware of the signs of these issues and how to support these children in school, we are promoting best outcomes for all pupils. https://www.nice.org.uk/guidance/ng26	Resources and suggested techniques will be shared with staff.		
A - Ensure all PP pupils are making expected or better progress and to increase numbers meeting ARE. To increase number of pupils meeting ARE in reading	Reading Stars programme	Children are assessed and Reading Recovery intervention is delivered by a qualified teacher. This support is available to PP children and those not eligible for PP. http://www.ucl.ac.uk/international-literacy/pdfs/Overcoming_illiteracy_web.pdf	Reading skills/comprehension are regularly assessed by specialist teacher and class teacher. Children continue with 1:1 support until they are reading at an appropriate level for their age.	N. Corbridge/ P.Sutton	Termly at pupil progress meetings.
C -Identify pupils who reached level 2a/3 at the end of KS1 or are currently 'Working Above' year group	Quality first teaching	All teachers are aware of PP pupils and their individual needs, including more/most able pupils. Differentiation by teachers includes focus on challenging more/most able pupils to broaden learning.	Pupil progress is monitored through regular Pupil Progress Meetings to ensure needs are being met and to track progress and attainment.	Class teachers/SLT	Termly at pupil progress meetings.



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<p>expectations and Ensure all PP pupils are making expected or better progress and are on track to meet 'higher standard.'</p>		<p>Pupils have opportunities to extend their learning.</p>	<p>Teachers have 1:1 time with PP pupils to work on individual targets - this includes more/most able pupils STEM opportunities/GSCE Maths/Coding Club, etc are offered where appropriate.</p>		
<p>A -To increase number of pupils meeting ARE in reading</p>	<p>Small group phonics teaching</p>	<p>Some pupils, including non-PP pupils, have poor acquisition of language skills. Where these pupils are identified early and receive appropriate support, there are better outcomes for reading and writing at the end of KS1</p> <p>3 PP pupils in Year 1 selected to be part of this group. PP pupils reached GLD in EYFS and will continue to receive support in order to meet ARE/Expected standard at end of KS1. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>Pupils are identified on entry to EYFS classes and through Pupil Progress Meetings in Year 1 and 2.</p> <p>Teaching of small group phonics is undertaken by Assistant Headteacher/EYFS lead.</p>	<p>C. Jones</p>	<p>Termly at pupil progress meetings.</p>
<p>To increase number of</p>	<p>Small group English teaching sessions run by</p>	<p>Where children are not meeting ARE in reading/writing, small group teaching from</p>	<p>Pupil progress is monitored through regular Pupil</p>	<p>English Leads</p>	<p>Termly at pupil progress meetings.</p>



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pupils meeting ARE in English	English lead teachers	English lead teachers is able to address specific issues to improve outcomes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	Progress Meetings to ensure needs are being met and to track progress and attainment.		
Total budgeted cost:					£21,000
ii. Targeted support:					
Desired outcome	Chosen approach/action	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
A - Ensure all PP pupils are making expected or better progress and to increase numbers meeting ARE. Targeted English support	1:1 Teacher support	Class teachers are the professionals that know the children best and understand the steps needed in order to make progress. This is equally important for all children: those who are not yet at ARE and those who are exceeding. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	Members of SLT will ensure that there is time planned in each week for teachers to work 1:1 with PP children in order to focus on particular English targets. Teachers plan these sessions based on needs through the plan-teach-assess cycle.	SLT/Class Teachers	At each termly pupil progress meeting.
B - Improved emotional	Play/filial therapy ELSA	There are an increasing number of PP children (and pupils not eligible for PP) struggling with	SLT identify pupils/families most in need of this	SLT	At each termly pupil progress meeting and



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<p>health and resilience</p> <p>Improved emotional health support for individuals and families.</p>		<p>emotional needs/anxiety/low self-esteem and this is a barrier to their learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>support. Though regular feedback from therapist, class teachers and families, impact of the therapy is assessed and strategies are shared for use by school staff and parents.</p>		<p>through weekly SLT meetings.</p>
	<p>Mindfulness meditation</p>		<p>This intervention is delivered by our SENDCo weekly to those children who are identified as needing relief from anxiety.</p>	<p>P. Sutton</p>	<p>At each termly pupil progress meeting and through weekly SLT meetings</p>
<p>B - Improved emotional health and resilience</p> <p>To improve relationships and communication skills</p>	<p>Lego Therapy</p>	<p>This is a new provision which is being offered to pupils to improve language skills (listening/explaining), communication, teamwork and relationships. A number of our PP children will benefit from being included in groups undertaking Lego Therapy.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Lego Therapy is a short intervention delivered over a number of weeks with pupils taking on different roles. The sessions will be delivered by our SENDCo/inclusion manager who will assess the impact in</p>	<p>P. Sutton</p>	<p>At each termly pupil progress meeting and through weekly SLT meetings</p>



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			conjunction with class teachers.		
<p>B - Improved emotional health and resilience</p> <p>To settle and focus children at the start of their school day</p>	Sensory Circuits	<p>A number of our pupil premium (and children not eligible for pupil premium) struggle with the transition from home to school and starting the school day. By taking part in sensory circuit sessions each morning with our SENDCo, children are entering class feeling clam and ready to learn</p> <p>http://www.cpft.nhs.uk/Downloads/DVD-Documents/Leaflets/Sensory%20Motor%20Circuits.pdf</p>	Regular reviews of the pupils attending the sessions and discussions with class teachers to ensure that sessions are continuing to have a positive impact on pupils' learning.	SENDCo/SLT	At each termly pupil progress meeting and through weekly SLT meetings.
<p>A - Ensure all PP pupils are making expected or better progress and to increase numbers meeting ARE.</p>	Nessy Spelling intervention	<p>To deliver a high quality spelling intervention which children are able to access and share at home. Children are then able to apply this consistently to their writing across the curriculum.</p> <p>http://www.nessy.com/uk/files/2016/03/Evaluating-Impact-UK.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p>	<p>Programme selected through discussion with local cluster schools regarding effective interventions for spelling.</p> <p>SENCo and selected TA trained to deliver programme in small groups.</p>	English Lead	At each termly pupil progress meeting and through weekly SLT meetings
Total budgeted cost:					£20,000
iii. Other approaches					



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Desired outcome	Chosen approach/action	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
To access opportunities related to the curriculum	Educational visits	<p>In addition to learning inside the classroom, children learn a great deal through exposure to external learning experiences. It is important that all children have equal access to these opportunities.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	PP children are able to access the same curriculum opportunities as their peers.	A. Hanson	During the planning of educational visits and at the end of each academic year.
	Residential visits				
To develop interests and talents	Extra-curricular activities/enrichment	<p>We think it is important that all pupils are encourage to participate in activities which develop their interests and talents: this is part of our vision to ensure they become confident individuals.</p> <p><i>While the evidence suggests that arts participation has a lower impact on raising attainment than other strategies, we consider it an important part of developing the whole child, celebrating talents and providing a wider range of experiences and opportunities. Input from class teachers, parents and pupils allows us to identify appropriate opportunities for each individual pupil based on their interests.</i></p>	Through discussions with parents, class teachers and activity providers.	A. Hanson	To develop interests and talents



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		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/			
				B.	
Total budgeted cost:					£2000

6. Review of expenditure				
Previous academic year:		2016/17		
i. Quality teaching for all				
Desired outcome	Chosen approach/action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach).	Cost
To increase number of pupils meeting ARE in reading	Reading Stars programme	Pupils who were part of the programme were successful in increasing reading age, fluency and confidence.	Reading skills/comprehension are regularly assessed by specialist teacher and class teacher. Children continue with 1:1 support until they are reading at an appropriate level for their age.	£20,316
	Small group phonics teaching	Increased number of pupils passing phonics screening.	This will continue in the next academic year based on the needs of the children.	£1,345
	Small group English teaching sessions run by English lead teachers	Improved understanding of spelling, punctuation and grammar for pupils in KS2 groups.	This will continue in the next academic year based on the needs of the children.	£1,096



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ii. Targeted support:				
Desired outcome	Chosen approach/action	What is the evidence and rationale for this choice?	Lessons learned <i>(and whether you will continue with this approach).</i>	Cost
Improved emotional health support for individuals and families.	Play/filial therapy	There are an increasing number of PP children (and pupils not eligible for PP) struggling with emotional needs/anxiety/low self-esteem and this is a barrier to their learning.	Individual pupils and their families have benefitted from the support of our Play Therapist in order to develop strategies to help them cope both in and out of school. This will be continued for those needing the support.	£5,475
	ELSA	ELSA is used to support our PP children who are young carers, those that have been bereaved or those that struggle with other emotional needs.	ELSA support has been identified by teachers as having a positive impact on the pupils who attend. Pupils and parents value this support and it will continue for those who need it.	£4,003
	Mindfulness meditation	There are an increasing number of PP children (and pupils not eligible for PP) struggling with emotional needs/anxiety/low self-esteem and this is a barrier to their learning.		
To settle and focus children at the start of their school day	Sensory Circuits	A number of our pupil premium (and children not eligible for pupil premium) struggle with the transition from home to school and starting the school day. By taking part in sensory circuit sessions each morning with our SENDCo, children are entering class feeling clam and ready to learn.	This intervention has been running successfully for a number of years at Caversham and teaching staff report a noticeable difference for the children that attend. This will continue to run. During 2016/17, seven PP children benefited from attending sensory circuits.	£4,503
To support families looking				



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for employment or training				
iii. Other approaches				
Desired outcome	Chosen approach/action	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Cost
To access opportunities related to the curriculum	Educational visits	In addition to learning inside the classroom, children learn a great deal through exposure to external learning experiences. It is important that all children have equal access to these opportunities.	PP children are able to access the same curriculum opportunities as their peers.	£2,083
	Residential visits			
To develop interests and talents	Extra-curricular activities/ enrichment	We think it is important that all pupils are encourage to participate in activities which develop their interests and talents: this is part of our vision to ensure they become confident individuals.	The impact on pupils has been positive and these opportunities are embraced by parents and pupils. Teachers report positive impact on self-esteem and confidence. These opportunities continue to be monitored for suitability and are used in conjunction with other strategies to promote positive outcomes for all PP pupils.	
To support families looking for employment or training	Breakfast and after-school club provision	While we do not routinely offer breakfast/after-school club provision as part of PP spending, it has been recognised that supporting parents who need to work or train is beneficial for all in the family and by covering childcare costs in this way we are improving outcomes for those pupils.	To be reviewed regularly by SLT to ensure that this is meeting the needs of our families and to ensure it is still appropriate.	£1,285
7. Additional detail				



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The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those Looked After by the Local Authority and adopted children. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participation of activities in the wider curriculum.

As a school we decide how the allocated Pupil Premium Grant should be spent. We assess each child and decide what additional provision should be made for these pupils. We are then required to report on the amount of funding received, how this is being allocated and the impact of any additional support or provision.

For more information on the Pupil Premium, please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of identified pupils are adequately assessed and addressed.
- Pupil Premium funding will be allocated to provide targeted support for classes, groups or individuals.
- We monitor and evaluate the effectiveness of how we utilise our Pupil Premium Grant expenditure to ensure it has a positive impact on achievement.
- We acknowledge the desire to eliminate the gap between PPG pupils and Non PPG pupils and strive to accelerate progress.

Our Goals

- That ALL PPG pupils attain, at least, Age Related Expectations (ARE) in Reading, Writing and Maths.
- That ALL PPG pupils make, at least, expected progress.
- That attendance of PPG pupils is >97%.
- That ALL PPG pupils are regularly involved in Extra Curricular Activities.

What will Caversham Primary School do?

- Provide Quality First teaching.
- Provide targeted training (INSET) to improve outcomes for identified pupils.
- Conduct termly attendance and punctuality checks and act upon issues arising.
- Identify specific Gaps in Learning (skills, concepts, knowledge)
- Provide bespoke Interventions to 'plug' gaps in learning.
- Actively seek the engagement and support of parents.
- Provide financial support for approved trips, enrichment opportunities and School Uniform.
- Encourage ALL PPG pupils to participate in Extra Curricular activities.
- The School Leadership Team (SLT) will analyse the achievement (attainment and progress) of PPG children on a termly basis and via Pupil Progress Meetings with class teachers.