

Pupil premium strategy statement - Cavalry Primary School 2017 to 2018

1. Summary information					
School	Cavalry Primary School				
Academic Year	2017-2018	Total PP budget	est £151,443	Date of most recent PP Review	Autumn 2016-external
Total number of pupils	422	Number of pupils eligible for PP	105 (25%)	Date for next internal review of this strategy	final review completed July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	24%	67% nat av
Reading progress score	-0.76	+0.33 nat av
Writing progress score	-1.48	+0.17 nat av
Maths progress score	-1.86	+0.28 nat av
Comparison against National	below National in all areas.	

3. Planned expenditure	
Academic year	2017-2018

Year Group	Item/project	Rationale for Intervention	Cost (Annual)	Objective	Desirable Outcome	Monitoring of impact
Y5/6	<p>x2 after school maths clubs for Y6.</p> <p>X2 after school maths club for Y5.</p> <p>Class teacher to lead group to extend the principles of best practice through Quality First Teaching. N.B. each group will also have +1 TA.</p>	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£5400	Tailor group sessions to match individual pupil misconceptions and provide feedback on the quality of their work and how to make it better.	Increased attainment in Maths (Assessment data)	<p>Spring Y6 Maths Club-RW 6 pupils 6 wks.</p> <p>Progress = Av. Increase KPIs: Met (Y6) = 21% P/met (Y6) = 23%</p> <p>Autumn Y5 Maths Club-JGo & JA. 6 pupils x6 weeks. CP6- CP2 Change = +2 for all pupils. CP4- +4 change.</p> <p>Spring Y5 Maths Club. 7 pupils. CP4 Av. Progress 1.86. 1 pupil in group with 100% attendance made +4 change. Av. KPI progress: Met= +23% P/Met= +35%</p>

	PIXL	Targeted interventions in Y6 English and Maths, based on detailed analysis of gaps in children's learning. Delivered by a teacher for 3 afternoons per week for 14 weeks (intervention found to be highly effective by other schools)	<p>£2400 subscription to PIXL resources</p> <p>release cover 3 afternoons x 2 classes = 0.6 FTE teacher costs £24,789</p> <p>Total: £27,189</p>	Address gaps in children's learning identified by detailed assessment programme.	Increased attainment in reading, writing and maths	<p>Spring- PiXL Maths led by RW.</p> <p>Group 1: 5 pupils 10wks input. Intervention measured using SATS papers. Av. mark gain (SATS) = +21.8</p> <p>+5 pupils joined after 4 wks for remaining 6 wks. Av. mark gain = +17.8</p> <p>Overall Av.mark gain = +19.8</p> <p>Group 2: x5 pupils- Av. mark gain = +13.4</p> <p>+4 pupils joined after 5 wks for remaining 6 wks. Av. mark gain = +16 Overall Av.mark gain = +14.5</p> <p>Reading. x2 pm sessions per week. 14 pupils split into 2 groups. Intervention end test data taken from Mock SATS March: Av. gain = +10.5 marks.</p> <p>When filtered in ScholarPack, overall change for PP = +4 & FSM + 3.67 from CP6.</p>
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	Daily Targeted Reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	£11,400	1:1 reading – decoding and comprehension skills on a more personal level; supports child's use of Accelerated reader	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading Moving book bands and book level.	<p>Autumn- CP2 65% on track to meet AR in Y5. CP4 67% to meet AR.</p> <p>Y5 Star Reader +9 months av.prog over 2 terms. Pupil A made +3yrs 8 months progress.</p> <p>Y6 av. progress: +11 months over 2 terms.</p> <p>Summer Term Yr5 Star Reader Progress- Y6 Star Reader Progress-</p> <p>Y5 (all) CP6 AR = 70% Ex. 13% Y5 PP AR = 68.75% Ex. 6.25% Y6 CP6 AR = 73.33% Ex. 31.67% Y6 PP AR= 61.11% Ex. 22.2%</p>
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	Inference training	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	£2000	Teacher and TA attend training then implement with selected children. Focus on reading comprehensions and enjoyment for readers with good decoding skills but not fully reading for meaning.	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading Moving book bands and book level.	<p>Autumn- 2 sessions per week. Duration 40 mins.</p> <p>4 targeted pupils. Reading age progress measured using Star Reader Test:</p> <p>Pupil A= +1yr 4months Pupil B= + 8 months Pupil C= + 8 months Pupil D (SEND) = +1 month</p> <p>Av. progress = 8.25months.</p> <p>Spring- 4 target pupils. Av. progress = 3.5months.</p>
	Easter booster school	Intensive revision for targeted children	£2500	Prepare for Y6 SATs, build confidence	Children are confident and apply skills well in test conditions	<p>Attendance: Class 13- 13 pupils Class 14- 21 pupils =34 pupils. Duration= 2 days</p> <p>Reading: GDS- 11 (32%) EXS- 16 (47%) WTS-7 (21%)</p> <p>Writing: GDS- 0 (0%) EXS- 26 (77%) WTS- 8 (24%)</p>

						Maths- GDS- 3 (9%) EXS- 23 (68%) WTS- 8 (24%)
Y3/4	x2 after school maths clubs for Y3. X2 after school maths club for Y4. Class teacher to lead group to extend the principles of best practice through Quality First Teaching. N.B. each group will also have +1 TA.	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£5400	See Y5/6 objectives.	All children progress over three terms. (Assessment Data)	Y3 Autumn-JG & SG. 6 pupils x6wks. CP2= Av.+2.17. x4 pupils made + 3.00 Spring term- same pupils. CP4 Av. +3.84 PP 3.67 FSM 3.67 Y4 Autumn-RW. 3 pupils x6 wks. CP2= Av. +1.67 Spring CP4 +1.33 PP 2.0 FSM 2.0
	Phase 3 Phonics and Precision Spelling (Accelerate/Accelerite based)	Precision teaching is a well evidenced intervention to support fluency in reading and spelling	£3420 (2 TAs x 3 hrs per week)	To complete specific blocks relating to end of phase phonic blends (including tricky words).	Increase reading and writing pre-intervention assessment score by at least 5+ marks.	

	<p>Firstclass@writing for Y3 and for Y4</p> <p>x4 sessions per week for 40 mins. Led by 1 TA (lead Teacher to oversee). Duration-18 weeks.</p>	Well evidenced intervention programme (Edgehill University)	<p>£5040</p> <p>Funding added to allow for more daily 1:1 reading</p>	To improve written accuracy and confidence.	Increased attainment and confidence in writing (Assessment data and classroom observation/ book scrutiny).	<p>Trained TA currently on MAT leave until June.</p> <p>To commence Oct. 2018 in am after Lexonic training input has finished.</p>
	Daily Targeted reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EEF Toolkit +5)	£11,400	1:1 reading – decoding and comprehension skills on a more personal level	<p>Confidence in reading</p> <p>Developed understanding of texts</p> <p>Increased reading ages</p> <p>Pleasure in reading</p>	<p>Autumn CP2 data (Dec) on track for AR:.</p> <p>Y3 = 79%</p> <p>Y4 = 58%</p> <p>Spring CP4 data (March) on track for AR:.</p> <p>Y3 = 80%</p> <p>Y4 = 60%</p> <p>Salford/ Star Reader av. progress over 2 terms=</p> <p>Y3= 9/13 +9 months</p> <p>Y4= 10/14 +8 months</p> <p>Summer CP6 data on track for AR:</p> <p>Y3 = 80% Ex. 14.5%</p> <p>Y3 PP= 54%</p> <p>Y4 = 62.07% Ex. 17.24%</p> <p>Y4 PP = 47% Ex. 7%</p> <p>Av. progress:</p> <p>Y3=</p> <p>Y4=</p>

	First Class@Number2 sessions	Well evidenced intervention programme (Edgehill University)	£3124 x2 = £6248	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	<p>Autumn. 10wks. 2 to 3 sessions per week. Led by DB. Sandwell progress: Pupil A = +1yr 8 months Pupil B= +1yr 9 months Pupil C= +1yr 11 months Pupil D= +1yr 2 months</p> <p>Av. progress= +19 months.</p> <p>Spring. 9 wks. 2 to 3 sessions per week. Led by DB. Av. progress = +8.2 months. N.B, 2 pupils made +15 months progress but were joined by SEN/LAC pupils with complex needs.</p> <p>Summer. 8 wks. 2 to 3 sessions per week. Av. progress = +18 months. N.B. x2 pupils completed 4 wks. However removed for disruption to group.</p>
Yr 1/2	Phase 3 Phonics and Precision Spelling	Well evidenced intervention to support fluency in reading and spelling	£3420	See Y3/4 objective.	Increase reading and writing pre-intervention assessment score by at least 5+ marks.	<p>Spring Stage 3 & 4 Floppy's Phonics Y1 led by KP. 3 sessions per week. Duration 20 mins.</p> <p>7 pupils over 6 weeks.</p>

						<p>Av. increase in marks +4 for sounds & +3 rea word containing sound.</p> <p>Group 2 led by NG. 8 pupils. Intervention test data taken from 2013 phonics screening pilot:</p> <p>Av. gain sounds = +5</p> <p>Av. gain reading = +9.</p> <p>Summer- KP.</p> <p>8 Pupils (x3 sessions per week for 4 wks).</p> <p>Av. mark gain= +5</p> <p>Only 1 pupil (SEND) didn't ach. National Level.</p>
	Sensory Circuits	Programme developed by physiotherapists with good evidence for impact on gross motor skills and concentration	£2850 (2TAs, 30 mins per day)	Gross motor skills programme, focusing on three areas; balance, ball skills and coordination. Which all have three levels of development	Develop gross motor skills.	<p>Spring. 10 pupils. 4 sessions per week lasting 20 mins- Tues-Fri.Focus: alerting, organising & calming.</p> <p>Summer: 12 pupils. x4 sessions per week.</p> <p>CB has observed as Sports Coach to act as cover when necessary.</p> <p>Impact measure to be recorded using confidence bands from September.</p>

	Maths Pre teaching	Strategy recommended by Education Psychology service to build confidence, fluency and retention.	£1050	To develop confidence in maths	More understanding in concepts. Increase confidence	<p>Spring- led by KP. 1 session (15mins) weekly. 7 pupils.</p> <p>Av. change CP4= 2.07 FSM= 2.33 PP= 2.5</p>
	Write from the start handwriting programme.	Perceptuo-motor handwriting programme recommended by Occupational Therapy Service	£1365	To develop fine motor skills to help with handwriting and presentation	More pencil control Outcomes – neater and easier to read. Confidence.	<p>Used in Rec. this year.</p> <p>x2 1:1 pupils with TA. Spring-Summer term.</p>
	Daily targeted reading	Build fluency and confidence for children who do not benefit from reading at home.	£11,400	1:1 reading – decoding and comprehension skills on a more personal level	<p>Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading</p>	<p>Y2 av. prog. 7 months over 2 terms.</p> <p>Y1 av. prog. 9 months over 2 terms.</p> <p>Summer: Yr1 = 62% AR 19% Ex. Yr1 PP = 43% AR 15% Ex Yr2 = 59% AR 21% Ex. Yr2 PP = 29% AR 6% Ex</p>
	First Class@Number sessions	Well evidenced intervention programme (Edgehill University)	<p>£3,124</p> <p>funding used for additional classroom TA support</p>	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	<p>This hasn't run due to high demand of 1:1 adults. Trained TA currently in 1:1 role.</p> <p>Need to address this when timetabling next year.</p>

Reception	Extra Mile Project	DCSF researched EY project to support learning for children from deprived areas.	£2,850 (5 hrs per week)	To develop speaking and listening skills through small group activities.	Develop turn taking skills. Confidence building. All pupils to make at least 5 jumps + progress over 3 terms.	12 pupils Autumn-Spring Term. Av. progress CP4 data = 6 jumps progress. 5 pupils ach. +7 jumps.
Whole School	SALT sessions	Recommended by speech therapy service for individual children. Delivered by TA with ELKAN training	£5,700	Targeted speech and language support and educational assessments from specialist.	Clear strategies provided for better ways to support individual children (observations).	Targeted pupils Spring-Summer: 14. Duration: Tailored to match stage/ need individual pupils av. 15mins. 3 weeks of 4 sessions per week (EC used as 1:1 cover/ additional adult in Nursery throughout term). Action- SENDCO to devise intervention grid to capture impact to start from September. Speech and Language Therapist has been on long term sick. From Sept. use generated reports as pre-intervention measure.
	EAL sessions	School's past experience that input from TA with some additional training accelerates language	£2,850	Support children's transition into school where English is an additional language.	Increase basic language skills as a way to communicate with others. Build	15 pupils from Y1- Y4 receive input Monday am with CB.

		acquisition for children new to English.			confidence and enjoyment of school.	<p>Spring CP data shows average progress change: +4.72 in reading. +4.71 in writing.</p> <p>Using Salford scores av. progress from Sept-Mar = +9 months.</p> <p>Summer CP6: 45 Pupils 8 PP 3 FSM 2 SEN</p> <p>Av. progress = 6.59 PP = 8.0</p>
	Lego Groups	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1,425	Develop speaking and listening skills through peer-coaching lego building activities.	Develop ability to follow two/three-step instructions (classroom observations).	<p>Target Yr3/4 pupils.</p> <p>Autumn Term- 12 pupils. Sessions led after school by CB & Trained Parent CR. Additional lego kits purchased to include more pupils.</p> <p>Spring Term- 11 pupils regularly attended sessions.</p>
	Social Skills groups	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1,425	Opportunities to explore a range of social scenarios.	Increase self-confidence. Provide a 'safe place' to communicate feelings.	
	Music Tuition	Some evidence that playing an instrument increases attainment, linked to developing regular practice habits	<p>Est based on 8 children</p> <p>£1560</p>	Provide opportunity for all children to learn woodwind/ brass instrument. Benefit from sense of belonging and wider school participation.	Increase concentration and self confidence	<p>10 PP children fully funded music lessons/ instrument hire.</p> <p>CP4: Brass: R = 4.04 W= 3.71 M =4.17 Woodwind: R= 3.73 W=3.68</p>

						<p>M= 4.03</p> <p>% Pupils on track = 64% (35) % Pupils Exceeding= 24% (13)</p> <p>CP6: Brass: R = 6.11 W= 5.85 M= 6.35 Woodwind: R= 6.19 W= 5.76 M= 6.37</p> <p>% Pupils on track = 64% (35) % Pupils Exceeding= 23% (12)</p>
	Subsidy of school trips	Outdoor education has moderate impact on learning (EEF toolkit +3)	£5,000	Children offered residential place in multi-activity centre and day trips related to curriculum	Increase self-confidence Greater independence Better team-working, collaborative skills.	<p>Rec- Sandringham Y1- Ely; Food and farming show Y2- Wicken Fen Y3- Stibbington Res. Y4- West Stowe Y5- Mountfitchet Y6- Wales Res/ Nat Space Museum</p>
	Play therapist	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£5250 based on 5 pupils per week	Individual needs addressed	Increase in emotional well being and readiness to learn. SDQs completed before and after by school and parents.	<p>Summer Term: 2 pupils completed. 5 pupils ongoing.</p> <p>Yr6 girls group session.</p>
	Extended School places at Breakfast club	Research evidence for impact on learning after children have received breakfast, also a calm transition into the school day.	£3,000	Places provided in Breakfast club.	Children have a good start to the school day with a healthy breakfast (discussion/ observations)	<p>av. 12 PP funded places regular attenders. Can be up to 16.</p> <p>32% of Breakfast club PP children.</p>

	Nurture group at playtimes	Reduces behaviour issues and allows for children with emotional needs to spend break times in a safe space.	£3,562	Identified children who are struggling with play times for a variety of reasons stay inside at Games Club. Social interactions improved in a structured environment where adult models sharing, turn taking etc	Children take part in a range of enrichment activities and have safe, happy break times.	<p>Lunchtime Games Club (Social Interaction Group).</p> <p>Av. attendance- 3 to 4 pupils. Maximum 8 pupils.</p> <p>Board games/ mindful colouring/ 'Laptop Friday'.</p> <p>Run closely alongside SLT.</p>
	Family Support Work	Research shows parental involvement has a significant effect on children's achievement. (Desforges 2003)	£12,000	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning.	Improved attendance (Attendance analysis) Children of targeted families to make progress over three terms (Assessment data).	<p><u>Autumn Attendance:</u> FSM - Dec.'17 = 93.46% PP = 94.04% Both figures show improvement on this time last year.</p> <p><u>Spring Attendance:</u> FSM- Feb '18 = 91.98% PP = 92.74%</p> <p>Summer Attendance @ 19.7.18.: FSM= 91.70% PP = 92.11%</p> <p>NB. 2nd half of Summer Term- home visits actioned following TEFAT review. Family Support Worker + SLT/ TA to visit homes where no call has been received by 9.30am. Log notes on SP.</p>

	Classroom TA support		£9952	1.25 hours per class per week for additional support for PP children to be allocated according to individual needs.	Tracking PP children's outcomes shows gaps are closing.	PP outcomes: KS1- KS2- Additional Intervention: Common Word Work- LB Y2. (x2 weekly) Autumn- +5months (10wks) 10 pupils Spring- +9 months (10wks) 9 pupils Summer- +1yr (10wks)
Total expenditure to support disadvantaged pupils			£157,780			