

Pupil premium strategy statement

1. Summary information					
School	Cavalry Primary School				
Academic Year	2018-2019	Total PP budget	£137,380	Date of most recent PP Review	Autumn 2016 (external)
Total number of pupils	420	Number of pupils eligible for PP	106	Date for next internal review of this strategy	October 2018 (TEFAT)

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard in reading, writing & maths	31%	70%
Reading progress score	2.02	0.31
Writing progress score	-1.15	0.24
Maths progress score	-1.18	0.31

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 language skills)	
A.	Pupils eligible for PP's attainment is below their peers
B.	Baseline levels for many areas for development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP
C.	Where children have made limited progress in KS1, there are significant gaps in their learning to be addressed in KS2, along with raising their self-confidence.
D.	For some children, having SEND as well as eligibility for PP means that they face multiple barriers to learning
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	school serves a ward with significant social deprivation (see census summary in School Improvement Plan)
F.	Eligible pupils attendance is significantly lower than all children (PP 92.31% Non-PP 95.62%). This is the same picture for persistent absentees (24% PP, 10%Non-PP).
G.	safeguarding and welfare issues impact on children's well-being and capacity to learn and there are limited external resources and agencies to support families.
H.	We are located in a rural town with limited facilities and poor transport links, making it hard for children and families to access wider opportunities and life enriching experiences.

4. Desired outcomes		
	<i>Desired outcomes & how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for pupils eligible for pupil premium across the school	<ul style="list-style-type: none"> • The percentage of eligible pupils achieving ARE will improve from in each year group from % achieved in 2018 • Eligible pupils make accelerated progress from their low starting points in order to diminish the difference between themselves and national data.
B.	Improve the attendance of eligible pupils and decrease persistent absenteeism	<ul style="list-style-type: none"> • Eligible pupils attendance to be in line with the school target of 97%. • Diminish the difference between eligible pupils persistent absenteeism of in 2018 to be broadly in line with national comparable data.
C.	Improve the percentage of eligible pupils achieving the expected phonics standard at the end of Y1 and cumulative at the end of Y2 improves	<ul style="list-style-type: none"> • Percentage of eligible pupils achieving expected standard at the end of Y1 (57% in 2018)) shows an improving trend in 2019 so that it is broadly in line with national. • The difference between PP and non PP pupils is diminished from 30% in 2018 to less than 10% in 2019
D.	Improve progress and attainment at the end of Key Stage 2	<ul style="list-style-type: none"> • Eligible pupils in Y3, Y4, Y5 and Y6 make accelerated progress during 2018 to 2019 (at least 7 steps in year progress).. • More eligible pupils make at least expected progress from the end of KS1 to end of KS2 (Low, Medium and high prior attainment)so that progress measures are broadly in line with all others. • The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 58%, 47% and 53% in 2018 to be broadly in line with all others.
E.	Improve progress and attainment at the end of Key Stage 1	<ul style="list-style-type: none"> • Eligible pupils in Y1 and Y2 make accelerated progress during 2018 to 2019 (at least 7 steps in year progress).. • More eligible pupils make at least expected progress from the end of EYFS to end of KS1 (Low, Medium and high prior attainment)so that progress measures are broadly in line with all others. • The percentage of eligible pupils achieving the expected standard in Reading, Writing and Maths improves from 34%, 22% and 28% in 2018 to be broadly in line with all others.
F.	Increase the enrichment activities available to eligible pupils and increase the uptake of activities.	<ul style="list-style-type: none"> • Increase the number of eligible pupils accessing extra curricular clubs and activities including residential trips. • Eligible pupils attendance to be in line with the school target of 97%. • Diminish the difference between eligible pupils persistent absenteeism and national comparable data. • Pupil and parent questionnaire shows increased satisfaction with the school.
G.	Improve progress and attainment at the end of EYFS	<ul style="list-style-type: none"> • Eligible pupils in EYFS make accelerated progress during 2018 to 2019 (evidence by ages and stages tracker)

		<ul style="list-style-type: none"> • More eligible pupils make at least expected progress from entry to EYFS to end of EYFS (Low, Medium and high prior attainment)so that progress measures are broadly in line with all others. • The percentage of eligible pupils achieving the GLD improves from 38% in 2018 to be broadly in line with all others.
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5. Planned expenditure					
Academic year	2018 to 2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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 implementation?
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English and Maths (A, C, D, E,)	Purchase subscription to PiXL and use resources with all year groups from Y2 to Y6 to support planning and delivery of quality first teaching. subscription cost = £2400	Approach used widely and successfully in other schools. Resources enable teachers to identify gaps in learning and address with carefully targeted resources.	English and Maths subject leaders to monitor planning and outcomes. PP lead to monitor attainment and progress of PP children half termly.	RW/JA SE	termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across KS2 in reading and writing (A, B, C, D)	powerful words project staff training and new resources to support vocabulary development (Mrs Wordsmith) 9 days training for Engl subject leader plus resources £2800	Oral language interventions have moderate impact for very low costs (EEF toolkit +5)	English subject leader and SLT to monitor through lesson observations, book scrutiny and checking planning. PP lead to monitor attainment and progress of PP children half termly.	JA	every half term through school improvement plan review
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across KS2 in writing (A, D)	peer tutoring developing peer feedback in writing (revising and editing skills)	peer tutoring gives moderate impact for very low cost - EEF Toolkit + 5	English subject leader and SLT to monitor through lesson observations, book scrutiny and checking planning. PP lead to monitor attainment and progress of PP children half termly.	JA	every half term through school improvement plan review

Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English and Maths (A, C, D, E, G)	effective feedback is developed further through marking and feedback policy and practice	feedback gives high impact for very low cost - EEF Toolkit + 8	English and Maths subject leaders with SLT to monitor books and outcomes.	FM	every half term through school improvement plan review
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across the school in English and Maths (A, C, D, E, G)	maximise impact of TAs via MITA project (£3000 for overtime costs to attend training, £1000 for delivery of training, £3500 for SLT time to monitor and provide coaching/support)	Impact of TAs needs to be carefully monitored and training/deployment adjusted to bring greatest impact.	English and Maths subject leaders with SLT to monitor QFT, interventions and outcomes.	SE	every half term through school improvement plan review
Improve the rate of progress and attainment levels for pupils eligible for pupil premium across KS2 in writing (A, D)	SIP target of greater depth in writing - buy in TEFAT expert teachers to work alongside class teachers and provide examples of writing at greater depth. Engl subject lead/ teachers in Y6 and Y2 to attend additional training. £2500		English subject leader to monitor through observations and book scrutiny. Pupil outcomes at CP2,4,6	JA	termly
Total budgeted cost					£15200
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 implementation?

<p>Improve attainment at the end of Key Stage 2 in Maths (A, D)</p>	<p>after school maths clubs for target pupils in each year group of KS2</p> <p>3 terms x 10 sessions x 4 year groups Teacher costs: £300 x 3 x 4 = £3600 TA costs: 30 hours x 4 = £1920</p>	<p>small group tuition has moderate impact based on research (EEF toolkit +4)</p>	<p>monitor progress of target pupils termly; maths subject leader to observe sessions</p>	<p>RW</p>	<p>termly</p>
<p>Improve attainment at the end of Key Stage 2 in reading, writing and Maths (A,D)</p>	<p>PiXL booster groups in Year 6</p> <p>4 afternoons per week of teacher led sessions = £19,079</p>	<p>targeted interventions based on detailed gap analysis and regular testing. Approach used widely and successfully in other schools.</p>	<p>monitor progress of target pupils through regular testing; visit from PiXL adviser every 6 weeks.</p>	<p>RW</p>	<p>termly</p>
<p>Improve attainment at the end of Key Stage 2 in reading, writing and Maths (A,D)</p>	<p>Easter School in Y6</p> <p>Intensive revision for target children</p> <p>2 teachers + 1 TA for two days = £1000</p>	<p>Approach used widely and successfully in other schools.</p>	<p>English and Maths subject leaders to monitor planning and outcomes.</p>	<p>RW</p>	<p>May 19</p>
<p>Improve progress and attainment in reading across all year groups. (A, C, D)</p>	<p>daily targeted reading</p> <p>TAs read daily with target pupils</p> <p>5 pupils per class - 30 minutes per day - 14 x 30 mins x 180 x £16 p.h. = £20,160</p> <p>Subscription to Accelerated Reader £2500</p>	<p>reading comprehension strategies and use of Accelerated Reader have moderate impact (EEF toolkit +5)</p>	<p>English subject leader to monitor reading logs and class records.</p> <p>PP lead to monitor attainment and progress of PP children half termly</p>	<p>JA</p>	<p>termly</p>
<p>Improve progress and attainment at</p>	<p>Inference training</p>	<p>evidence based intervention.</p>	<p>English subject leader to monitor quality of delivery and impact</p>	<p>JA EW</p>	<p>end of first 8 week programme</p>

the end of Key Stage 2 in reading. (A, C)	targets children in Y5/6 with good decoding skills but not fully reading for meaning. 1.5 hrs per week for 1 TA; 8 week programme delivered to 3 consecutive groups; £576		PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out		
Improve progress and attainment at the end of Key Stage 2 in reading. (A, C)	Lexonik reading intervention (Y5/6) TA delivers for one hr per week to 4 pupils in 6 week blocks. all costs funded by SOA grant.	research suggests up to 30 months progress in reading age after a 6 week intervention.	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	JA	at end of first 6 week block
Improve progress and attainment at the end of Key Stage 1 and Y3/4 in reading. (A, C)	Project X Code intervention TA delivers for 30 mins 4 times per week. all costs funded by SOA grant.	well evidenced intervention programme from OUP	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	JGa	end of each block
Improve progress and attainment at the end of Year 4 in writing. (A, D)	Firstclass@writing 18 week programme for 6 children; 4 sessions per week for 40 minutes; to be run twice £864 x2 = £1728	well evidenced intervention programme from Edgehill University.	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	RO	end of each block
Improve the rate of progress and attainment levels for pupils eligible for pupil premium in Y5/6 in Maths (A, D)	success@ arithmetic 1 group of 3 children 40 mins three times per week for 10 weeks TA time 3 hours weekly for 30 weeks	well evidenced intervention programme (Edgehill University)	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	MC	end of each block

	£1440				
Improve the rate of progress and attainment levels for pupils eligible for pupil premium in Y5/6 in Maths (A, D)	firstclass@number2 2 groups 30 mins three times per week for 10 weeks TA time 4 hours weekly for 30 weeks £1920	well evidenced intervention programme (Edgehill University)	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	DB	end of each block
Improve the rate of progress and attainment levels for pupils eligible for pupil premium in Y5/6 in Maths (A, D)	firstclass@number1 2 groups 30 mins three times per week for 10 weeks TA time 4 hours weekly for 30 weeks £1920	well evidenced intervention programme (Edgehill University) EEF validated seven months of additional progress for lowest attaining pupils (Jan 2018)	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	CC	end of each block
Increase % children reaching expected standard in phonics in Rec/Y1/Y2 (C, G)	Phase 2/3/4/5 phonics groups including Precision Teaching 6 TAs to work with small groups 3 times per week for 20 mins £3360	Educational psychologist recommended approach to address gaps and build rapid recall of key phonemes. EEF toolkit +4 for phonics	PP lead to monitor attainment and progress of PP children half termly entry and exit assessments carried out	SE	termly
Improve the rate of progress and attainment levels for pupils eligible for pupil premium in Reception (G)	Extra Mile Project 30 mins daily for one TA £1440	DSCF researched EY project to support language development in children from deprived areas.	PP lead to monitor attainment and progress of PP children half termly	SS/SMcA	termly
Improve the rate of progress and attainment levels for pupils eligible for	provide additional TA support in quality first teaching to track and provide swift, tailored	MITA research	PP lead to monitor attainment and progress of PP children half termly	SE	half termly

pupil premium across the school in English and Maths (A, C, D, E, G)	intervention for PPchildren to address gaps as they arise. (£25392 = 3 hours per week per class)				
Total budgeted cost					£60643
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 implementation?
Provide early intervention support and signposting to other agencies for parents in need of help (A, B)	family worker 10 hours per week of school-employed family worker £5730	research shows parental involvement has a significant effect on children's achievement (Desforges 2003)	Family worker meets monthly with headteacher and every 6 weeks with DSLs to review families in need of support and families open to District or Social Care.	FM	termly
Improve the rate of attendance for those eligible for the grant (A, B)	family worker 5 hours per week of attendance officer (role shared by family worker) including home visits, stage 2 meetings and liaison with EWO £2865	early intervention to address poor attendance contributes to accelerated progress in learning	Attendance officer meets monthly with headteacher to review pupil attendance Minutes shared with PP lead	FM	termly
Increase readiness for learning for children with attention difficulties (A, C, D, E, G)	sensory circuits 2 TAS daily for 30 mins £2880	programme developed by occupational therapists with good evidence for impact on gross motor skills and co-ordination	quality of delivery monitored by SENDco PP lead to monitor attainment and progress of PP children half termly	CC	termly
Address social and emotional needs of children eligible for pupil premium so	play therapy 5 hours per week at £30 per hour for 37 weeks £5550	Social and Emotional interventions have moderate impact (EEF toolkit +4)	Therapist carries out SDQ with teacher and parents before and after course of therapy.	FM	termly

that more ready to learn (A, C, D, E, G)					
Address basic needs of children eligible for pupil premium so that more ready to learn (A, C, D, E, G)	Funded places at breakfast club for PP children £3000	research evidence for impact on learning after children have received breakfast, also calm transition into the school day.	PP lead to monitor attainment and progress of PP children half termly Family worker promotes take up places.	SE	termly
Improve attainment in oracy, reading and writing for target children in rec and KS1 (A, C, E, G)	SALT sessions 5 afternoons per week TA time £6080	Recommended by speech therapy service for individual children. Delivered by TA with ELKLAN training	speech therapist and SENDco monitor progress against individual targets and delivery plans.	TE/EC	termly
Improve attainment in oracy, reading and writing for target children in rec and KS1 (A, C, E, G)	EAL sessions 5 hours per week TA time £3040	additional support with language acquisition and pre-teaching of subject specific vocabulary helps children access quality first teaching and accelerates progress.	PP lead to monitor attainment and progress of PP children half termly Proficiency in English assessed termly.	SE/CB	termly
Increase the enrichment activities available to eligible pupils (F)	funding for trips and residentials day trips fully funded for PP children, residential visits in Y3 and Y5 funded 50% £5000	outdoor education has moderate impact on learning (EEF toolkit +4)	PP lead to monitor attainment and progress of PP children half termly	SE	July 2019
Increase the enrichment activities available to eligible pupils (F)	funding for music tuition est. based on 8 children £2000	some evidence that playing an instrument increase attainment linked to developing regular practice habits.	PP lead to monitor attainment and progress of PP children half termly	SE	July 2019
Total budgeted cost					£36.145

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
ii. Targeted support				
Desired outcome	Chosen action/approach	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
iii. Other approaches				
Desired outcome	Chosen action/approach	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
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>				