

Cuffley School pupil premium strategy statement

1. Summary information					
School	Cuffley School				
Academic Year	2017-18	Total PP budget	£19,800	Date of most recent PP Review	09.03.18
Total number of pupils	464	Number of pupils eligible for PP	11	Date for next internal review of this strategy	15.06.18

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47%	67%
progress in reading	-0.8	0.3
progress in writing	-0.4	0.1
progress in maths	-0.7	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Anxiety and lack of confidence of PP pupils.
B.	Middle prior attainers (PP pupils) not making sufficient progress between Key Stage 1 and Key Stage 2.
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 91% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Support pupils who suffer with anxiety and lack of confidence by providing nurture support, small group work and one-to-one interventions.	Pupils will feel more confident and less anxious about their learning and make the progress that they are capable of.
B.	Clearly identify prior middle attainers at the end of Key Stage 1 who are not making expected progress in Key Stage 2. Provide quality first teaching, targeted interventions and support to ensure that they make at least expected progress. Monitor closely for impact.	Prior middle attainers will make at least expected progress across the Key Stage, broadly in line with their peers.

C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 91% to 96% in line with 'other' pupils.
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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 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?
Improved progress for prior middle attaining pupils.	CPD on providing appropriate support and challenge for all pupils, including the prior middle attaining pupils. Provision of support teachers and teaching assistants to take small groups and one-to-ones.	Prior middle attaining pupils eligible for PP are making less progress than other prior middle attaining pupils across Key Stage 2 in the core subjects. We want to ensure that PP pupils make as much progress as other pupils. We want to ensure teachers provide appropriate learning opportunities, support and challenge to this group of pupils.	Use INSET to deliver training. Lesson study opportunities for staff to work collaboratively identifying and implementing best practice.	Senior Leaders	July 2018
Improved marking and feedback to support pupils to improve their learning.	CPD on impact of marking and feedback. Attendance on No More Marking training. Review Marking and Feedback Policy.	Current research on marking and feedback suggests that this Marking and Feedback have a high degree of impact on pupils' learning (Education Endowment Fund). 'No More Marking' (Chris Wheadon and Daisy Christodolou) focusses on the impact of clear, targeted feedback for the whole class and groups of children.	INSET will be used to deliver training. Pupil interviews and book scrutinies to monitor impact and outcomes on pupils' learning.	Headteacher Deputy HT	July 2018
Total budgeted cost					£7,800

ii. Targetted 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?
Children to feel more confident and less anxious.	Nurture Base – access to support from the ELSA Learning Mentoring Lunchtime club Lego Therapy Small groups One-to-one support Reading dog Forest School	Pupils feel ‘cared for’ and valued, giving them a voice. Pupils can support each other in a nurture-type setting. Small groups support pupils in feeling more secure and able to take risks with their learning.	Pupils are carefully chosen in close collaboration with their families. Pupils are given ‘free access’ to the nurture base and the ELSA. Learning Mentoring supports individuals.	Headteacher	July 2018
Total budgeted cost					£10,000
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?
Increased attendance for PP pupils.	High attendance is celebrated with rewards, such as tea with the headteacher and certificates. The Attendance Policy is carefully adhered to with follow up for individuals.	Research shows that pupils with higher attendance secure higher outcomes. Pupils value reward systems.	Attendance is carefully monitored by administration staff and teachers. Attendance is followed up with letters and meetings. Attendance is monitored carefully for improvement. If improvement not seen, intervention is escalated. The Attendance Improvement Officer works collaboratively with our school.	Headteacher	Termly
Building confidence and self-esteem for PP pupils.	Providing funding to enable PP pupils to take part in extra-curricular and extended provision	Pupils feel more confident in the classroom and with their learning if they are able to take part in enrichment and extension opportunities.	Targetted support for individual pupils according to need.	Headteacher	July 2018
Total budgeted cost					£2,000

6. Review of expenditure				
Previous Academic Year		£20,102		
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
PP pupils to secure achievement in line with their peers.	CPD on providing appropriate support and challenge for all pupils. Provision of support teachers and teaching assistants to take small groups and one-to-ones	Pupils supported by differentiation and teacher focus groups in the core subjects made good progress across the key stage.	Small teaching groups, with some pre-teaching, was very effective in supporting pupils learning in the lessons. Additional classroom support from teaching assistants enabled focus children to make increased progress.	£2,102
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
PP pupils to secure achievement in line with their peers.	Intervention groups before and after school were offered to pupils, as well as additional resources and support during lesson times. Teaching assistants received focus training to deliver specific interventions, eg. Pirate Crew.	Targeted intervention groups, run by support teachers and teaching assistants, enabled pupils to secure improved progress. Other pupils also benefitted from participating in these groups, showing improved achievement.	Targeted interventions have been very successful due to the focussed way that they are used to meet need. This is an approach that we will continue to embed in order to meet continuing need.	£8,000

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
PP pupils were supported in developing their self-esteem.	The school invested in training staff to become Forest School leaders to run nurture groups. An ELSA managed the nurture base, The Oasis, and supported children with a range of specific strategies, such as Lego Therapy.	This was extremely successful. Forest School and nurture are now both embedded in our ethos. Pupils know where to seek support and advice and self-refer. We have seen improved confidence levels and pupils have greater self-esteem. This supported pupils in securing improved outcomes in their learning.	This has been incredibly successful at Cuffley as pupils are more confident and more able to access learning in class. This is an approach we are committed to and has become embedded in our ethos.	£10,000