

Cuffley School pupil premium strategy statement

1. Summary information					
School	Cuffley School				
Academic Year	2020-21	Total PP budget	£24,210	Date of most recent PP Review	14.09.20
Total number of pupils	450	Number of pupils eligible for PP	14	Date for next internal review of this strategy	03.02.21

2. Current attainment		
BASED ON 2018/19 data due to COVID-19		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25%	68%
progress in reading	-1.7	0.3
progress in writing	-0.8	0.1
progress in maths	-0.2	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.	Lack of confidence in ability and lack of ambition by pupils eligible for PP
B.	PP pupils are not making the same levels of progress, particularly in reading, from KS1 to KS2
C.	Staff awareness
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of home experiences which result in lack of cultural capital

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.	Improved staff awareness on barriers for PP children and how to address them	Staff feel more confident discussing barriers to learning specific to PP children. Lessons learned from Great Expectations to be embedded.
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5. Planned expenditure					
Academic year	2020-21				
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 Pupils eligible for PP Particularly in reading	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 2021
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 style has a high impact on pupils' learning (Education Endowment Fund).	INSET will be used to deliver training. Pupil interviews and book scrutinies to monitor impact and outcomes on pupils' learning.	SLT	July 2021
Total budgeted cost					£6000

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?
Children to feel more confident and less anxious.	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. Timetables considered carefully. At times, 1:1 support offered. Learning Mentoring supports individuals.	SLT+SENCO	July 2021
Total budgeted cost					£12,000
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
Improved staff awareness on PP barriers	Focus children for subject Leaders Ongoing staff CPD Progress meeting focus	School PP audit. Learning from GE. This can be a key barrier to progress.	Targetted ongoing CPD Monitor changes in attitudes	Headteacher	July 2021
Total budgeted cost					£3,000

6. Review of expenditure				
Previous Academic Year 2019-20		£13,200		
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.	Forest school sessions Games club Lego Therapy School leaders to run nurture groups.	This was extremely successful. Forest School Impacted a range of our children very positively 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 is embedded in our ethos.	£10,000