

# Canvey Island Infant School

## Pupil Premium Strategy and Impact Report

### 2018 – 2020

Summary information					
School	Canvey Island Infant School				
Academic Year	2018/19	Total PP budget	£56 760	Date of most recent PP Review	July '19
Total number of pupils	178	Number of pupils eligible for PP	43	Date for next internal review of this strategy	July '20

EYFS			
	SCHOOL		NATIONAL 2018
	% PPG	% Not PPG	All children
Good level of development	66.67	82	71.8
Reading Exp+	66.67	92	79.9
Writing Exp+	66.67	82	76.6
Number Exp+	66.67	84	82.2
Shape Exp+	66.67	86	84.1

Current attainment at the end of Key Stage One						
*TF = To follow	SCHOOL				NATIONAL (2018)	
	PPG (21)		Not PPG (38)			
	No	%	No			
% achieving expected standard or above in reading, writing & maths	12	51	30	79	TF	
% achieving expected standard or above in reading	17	81	33	87	75	
% achieving expected standard or above in writing	13	62	32	84	69	
% achieving expected standard or above in mathematics	13	62	32	84	76	

Year One Phonics					
SCHOOL				NATIONAL	
PPG		Not PPG		% PPG	% Not PPG
No	%	No	%		
11	45.5	48	83.3	70	84

Barriers to future attainment
<b>Academic barriers</b>
Lower starting points on entry into the EYFS in all areas of learning
Delayed speech and language skills
Under developed social and communication skills
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>
Poor attendance
Lack of parental support with home learning activities

Intended outcomes <i>(specific outcomes and how they will be)</i>	Success criteria
To ensure that children in receipt of Pupil Premium funding make at least expected progress	More children in receipt of PP funding will make at least expected progress at the end of the Summer Term 2020 compared to July 2019.  Intervention timetables, assessment records, record of achievement books along with Class Teacher/LSA's records will identify how children have been supported in their learning.
To raise the percentage of children in receipt of Pupil Premium funding who achieve age-related expectations at the end of EYFS, KS1 and in the Year 1 Phonics Screening.	A higher percentage of children in receipt of PP funding children will have achieved age related expectations when compared to the school's own data for previous year and national data for 2020.  Where this is not the case, Intervention timetables, assessment records, record of achievement books and Class Teacher/LSA's records will identify how children have been supported in their learning and how any barriers to achievement have been addressed.
To ensure that all children, including those in receipt of PP funding are provided with a rich, broad and balanced curriculum as well as with opportunities to develop culturally, emotionally and socially through enriched learning experiences.	An increased percentage of children in receipt of PP participate in OSHL clubs. All children attend educational visits, both local and further afield. All children are given opportunities to experience enhanced learning activities such as visiting workshops, class visitors and by participating in physical activities as part of our partnership with CPRSSP.
Increase the overall attendance of all children, including those in receipt of PP funding and decrease the percentage of children regarded as Persistent Absentees.	Attendance across the school will improve and be in line with Government expectations of at least 95% consistently.  The number of persistent absentees will be reduced.

Review of expenditure 2018/19				
i. Quality of teaching for all				
Intended outcome	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
End of Year data shows improved attainment for PPG children so that the difference between them and non-PPG children is reduced.	CTs and LSAs undertake CPD via staff INSET and RWI refresher training	All children have accessed high quality teaching and additional support has been available where required. Individuals have been targeted for specific learning support which has been delivered by highly trained staff.	In-house CPD will continue via staff INSET and, when appropriate, delivered by external agencies.	£1 200
All children access the relevant curriculum, whatever their learning style.  Children's learning is enhanced by the use of appropriate resources.	Purchase resources to support teaching and to enhance children's learning in all curriculum areas	Children are getting better at selecting and using resources to support their learning. They are becoming more independent and are gaining confidence to request specific resources when required.	PPG funding will continue to contribute to the cost of teaching and learning resources.	£1 500
ii. Targeted support				
Intended outcome	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
Targeted individuals will receive additional support in their learning to enable them to achieve, or exceed, end of Key Stage Expectations in reading, writing and mathematics.  End of term assessment data will show improved attainment for identified children.	Learning Support Assistant support small groups and individuals in Key Stage One.	Targeted individuals made progress from their starting points and whole school end of year data shows that the attainment difference between children in receipt of PP funding and their peers is less than the previous year.	The school will continue to support individuals and small groups with additional Learning Support Assistants.	£20 000
More children achieve GLD than in the previous year.  Children have improved communication skills and are better equipped to access the Year One curriculum.	<ul style="list-style-type: none"> <li>Employ Learning Support Assistant to deliver early intervention support in Reception</li> </ul>	<ul style="list-style-type: none"> <li>Reception data shows that 82% of children achieved GLD compared to 81.25% the previous year.</li> <li>End of year analysis report shows that, although there is a slight drop in the number of children achieving at least expected in the 'Listening and Attention' area of learning (67% compared to 75%) 100% of PPG children achieved at least expected in 'Speaking', 'Self-care and self-awareness', 'Managing feelings and behaviour', and 'Making relationships'.</li> </ul>	The school will continue to offer early interventions to targeted individuals in their Reception year.	£20 000

iii. Other approaches				
Intended outcome	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
<p>Children experience increased confidence and self-esteem which has a positive impact on their learning and results in improved attainment.</p> <p>Children have access to a variety of sport related activities that increase their levels of physical activity and contribute to their overall health and well-being.</p>	Subsidise out of school hours learning clubs for targeted individuals by 50%	<p>Unfortunately, very few children in receipt of PP funding took up the offer to attend OSHL clubs.</p> <p>The small number of children who did take up the offer only attended once or twice then did not turn up.</p>	Places at clubs were reserved for children in receipt of PP funding but were not taken up which led to other children not being able to attend. This approach will be discontinued.	£1 000
The emotional needs of individuals are supported and have a positive impact on their learning which results in improved attainment.	Access counselling support for targeted individuals	No children were identified as requiring counselling support.	This approach will no longer be included on the PP strategy plan. The school will access counselling and other support via the school nurse.	0
<p>Whole school attendance shows improvement</p> <p>The attendance of persistent absentees shows improvement</p> <p>Overall attainment of individuals is improved</p>	Contribute to the salary of a community attendance ambassador	<p>Although the whole school attendance figures have shown only the slightest improvement (94.88% compared to 94.49%), attainment across the school remains steady. There are still a very small number of parents who do not engage with the school, despite extensive measures being put in place. However, the punctuality of some parents has improved and the profile of good attendance continues to be raised.</p> <p>The additional strategy to include a personal attendance comment on each child's end of year report is yet to show an impact, but will continue. An additional parent consultation meeting has been scheduled for the Spring Term to enable CTs to discuss attendance and attainment on an individual basis.</p>	This strategy will continue, as attendance continues to be an issue across Canvey Island and the schools are working together to improve it.	£5 000
Total funding spent				£48 700
Carry forward				£8 060

Planned expenditure for Academic Year 2019/20					
Total PP funding		£60 720	Number of pupils eligible for PP		46
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure all pupils have access to high quality teaching in Reading, Writing, Mathematics and across the whole curriculum	<ul style="list-style-type: none"> <li>Use of regular observations to raise standards of teaching and learning further.</li> <li>Use the outcomes/findings of observations and learning walks to identify individual and whole school CPD requirements.</li> <li>Provide all children with highly effective feedback which supports them to make good or better progress from starting points.</li> </ul>	<p>The school aims to maintain and improve upon the already high standard of teaching. As part of this provision, all children in receipt of PP funding will always have access to good or outstanding teaching.</p> <p>EEF shows that consistent high quality teaching and high expectations enhances performance and leads to improved outcomes for -"</p>	<ul style="list-style-type: none"> <li>On-going observations and learning walks.</li> <li>Discussions with children about their experiences.</li> <li>Regular book monitoring.</li> <li>PMR of all staff members.</li> <li>End of term CT's class reports</li> <li>Tracking of Termly data.</li> </ul>	HT DHT SLT SLs CTs	Ongoing Half termly Termly
To raise the progress and attainment rates of PP children at the end of EYFS, Year 1 Phonics and KS1	<ul style="list-style-type: none"> <li>To use CTs on-going assessments and termly class reports to identify children at risk of not achieving their end of year target.</li> <li>Teachers will provide all children with highly effective feedback which supports them to make good or better progress from starting points.</li> <li>Ensure that support is put in place to diminish any differences between PP and Non PP children.</li> <li>Regular interventions are undertaken and monitored for impact.</li> </ul>	<p>By using robust systems to collect and analyse pupil data, incisive support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group.</p> <p>EEF - Effective feedback +8m EEF - Small group tuition +4m</p>	<ul style="list-style-type: none"> <li>On-going observations and learning walks.</li> <li>Regular book monitoring.</li> <li>PMR of all staff members.</li> <li>CT's termly class report</li> <li>Tracking of Termly data.</li> <li>Discussions with children about how their teacher's feedback has supported them in their learning</li> </ul>	HT DHT SLT SLs CTs	Ongoing Half termly Termly
To increase the percentage of PP children meeting the Exceeding or Greater Depth in at the end of each year.	<ul style="list-style-type: none"> <li>Provide all children with challenging activities that extend their learning.</li> <li>Provide children with activities that allow them to apply their skills in a range of ways.</li> </ul>	<p>PP children perform significantly lower in this area compared to Non PP children.</p> <p>EEF - Mastery learning +5m EEF - Effective feedback +8m EEF - Small group tuition +4m</p>	<ul style="list-style-type: none"> <li>On-going observations and learning walks.</li> <li>Regular book monitoring.</li> <li>CT's termly class reports</li> <li>Tracking of Termly data.</li> <li>Discussions with children about how their teacher's provide them with challenge.</li> <li>Year Group leaders will ensure that this is considered during planning sessions</li> </ul>	HT DHT SLT SLs CTs	Ongoing Half termly Termly

<p>To improve the teaching of all aspects of literacy within the school.</p> <p>To increase the outcomes of PP children in Literacy.</p>	<ul style="list-style-type: none"> <li>Purchase high quality books, comprehension materials and literacy resources.</li> <li>Undertake training around improving the quality of teaching of reading and writing in the school.</li> </ul>	<p>In writing, children in receipt of PP funding generally achieve lower than Non PP children.</p> <p>Assessments show that PP children require additional support to improve their comprehension and vocabulary skills.</p>	<ul style="list-style-type: none"> <li>Tracking of Termly data.</li> <li>On-going observations and learning walks.</li> <li>Regular book monitoring.</li> <li>CTs class report</li> </ul>	<p>English SL HT/DHT</p>	<p>On-going Half termly Termly</p>
<b>Total budgeted cost</b>					£5 000

## ii. Targeted support

Intended outcome	Action	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>Improved speech, language and communication skills</p> <p>Children's vocabulary is broadened and their learning enhanced</p>	<p>Provide children with regular communication workshops (Time to Talk)</p>	<p>A large number of children enter the school with poor speech and language skills, so by giving them the tools required for effective communication, better progress will be made across the curriculum</p> <p>EEF - Oral language interventions +5m EEF - Small group tuition +4m EEF - Early Intervention +5m</p>	<ul style="list-style-type: none"> <li>Assessments of targeted children</li> <li>Discussions with the members of support staff delivering the intervention.</li> <li>Discussions with children about their experiences.</li> <li>Observations and learning walks.</li> </ul>		<p>Half termly</p>
<p>Children in receipt of PP funding meet ARE</p> <p>The difference in attainment between PP and Non PP children is lessened</p>	<ul style="list-style-type: none"> <li>Provide PP children with targeted support linked to Reading, Writing and Mathematics.</li> <li>Class teachers will ensure that children are supported to fill the gaps that assessments have identified.</li> </ul>	<p>The percentage of PP children meeting the expected standard in Reading, Writing, Maths and Com is lower than Non PP children.</p> <p>These interventions will support the children to address misconceptions and build upon prior learning to ensure that the gap between the PP and Non PP diminishes.</p> <p>EEF - Small group tuition +4m EEF - Early Intervention +5m</p>	<ul style="list-style-type: none"> <li>Assessments of targeted children</li> <li>Observations and learning walks.</li> <li>Regular observations and book looks as part of the whole school monitoring process</li> <li>Termly class reports</li> </ul>		<p>On-going Half termly Termly</p>
<b>Total budgeted cost</b>					£40 000

iii. Other approaches					
Intended outcome	Action	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>Increase the overall attendance of all children, including those in receipt of PP funding and decrease the percentage of children regarded as Persistent Absentees</p> <p>Attendance across the school will improve and be in line with Government expectations of at least 95% consistently.</p>	<p>Identify vulnerable families and complete targeted, bespoke work to address issues around school attendance.</p>	<p>The attendance of a small minority continues to be lower than expected and the children are not making enough progress.</p> <p>Individual records will be kept to show the support provided and the impact of this support.</p> <p>EEF Parental engagement +3m</p>	<p>Monthly attendance meetings with the attendance officer and HT to determine further support or action.</p> <p>Monthly, Half termly and Termly data analysis of attendance.</p> <p>Governing Board to monitor</p>		<p>Monthly Half termly Termly Annually</p>
<p>All children will participate in exciting learning activities that enable them to understand the wider world and to help to develop the 'whole child'.</p> <p>All children are given opportunities to experience new things to enhance their learning.</p>	<p>Ensure that every child is given opportunities to participate in and experience new and exciting things</p>	<p>At Canvey Island Infant School we believe that every child should encounter the same experiences as their peers. No child will be excluded from any learning opportunity due to parents being unable to contribute and we will subsidise any child regardless of whether they are in receipt of PP funding or not.</p> <p>This funding will continue to support children in a range of ways and contribute to developing the 'whole child'. <b>For example:</b> Breakfast club / after school club Educational visits Uniform Extra-curricular clubs for individuals</p>	<ul style="list-style-type: none"> <li>HT/DHT will ensure all children attend educational visits.</li> <li>Office Manager will inform HT/DHT of parents who may have difficulty in funding OSHL clubs</li> <li>Finance Manager will calculate cost of trips/visits and school will subsidise a maximum of 20% of the total cost</li> </ul>	<p>HT DHT Finance Manager Office Manager</p>	<p>Half termly Termly</p>
<b>Total budgeted cost</b>					<b>£5 000</b>

ADDITIONAL INFORMATION
<p>The school has been fortunate to secure capital funding from the DFE to build a Nursery, which is due to open in September 2020. A portion of PP funding will be used to purchase high quality resources to enhance the learning experiences of children from the age of 3. Furthermore, wrap-around care will be provided for children in the local community throughout the year and in school holidays. Any carry forward may also be used to enhance this provision.</p>