

Pupil Premium Grant Spending Statement for 2016 - 2017

Pupil Premium Funding Data (PPF) for 2016 – 2017

Total number of pupils on roll: 436

Total number of pupils eligible for PPF: 130

Amount of PPF received per child: £1320

Amount of PPF received by LAC pupils (Looked After Children): £11,400

Total amount of PPF expected: £175,080

To be reviewed: July 2017

Vision for the use of Pupil Premium Funding (PPF) at Cage Green

At Cage Green our vision for all children is that they become: collaborative sharers, creative explorers and independent thinkers. For further information, please see http://www.cage-green.kent.sch.uk/vision_of_the_school.htm.

The Pupil Premium Funding will enable us to promote collaboration between peers and parents/carers engagement with the school. This will lead to discussions about how learning and outcomes for all children can be improved within the school raising aspirations and expectations for all pupils. Additionally, the use of PPF will enable the school to access new and engaging resources to enhance teaching and learning for all children, enabling children to find new and creative solutions to situations. We will use PPF to allow the children to access and enjoy new experiences and achievements. This will be achieved by ensuring all children have key learning and life experiences during their time at Cage Green; so they may continue to grow in their learning journey beyond their time at Cage Green and achieve the potential they deserve.

Principles in the use of the Pupil Premium Funding (PPF) at Cage Green-

The government believes the effective use of Pupil Premium Funding (PPF) (additional to the main school funding) is the best way to address the current underlying inequalities between children, ensuring funding is appropriately utilised to diminish the difference between the disadvantaged and their peers. Schools decide how best to allocate their Pupil Premium, since they are best placed to assess the additional provision the child would benefit from.

Since September 2012 schools have been required to publish online information as to how pupil premium has been used. In 2016-2017 the Pupil Premium Funding to our school is anticipated to be £175,080. Our plans for the allocation is outlined below- please note these are indicative figures only and may vary as the year proceeds, funding is allocated and utilised following the census, which occurs three times per year.

Our priority for this academic year is to continue to ensure attainment for all pupils meets local and national averages and they are beginning to demonstrate accelerated progress in their learning. A key focus will be ensuring that in Key Stage 1 children attain the expected standards in Reading, Writing and Maths. Those pupils who are not on track to achieve the expected level of attainment in reading, writing and mathematics will be identified and support will be put in place, both emotionally and academically. The support will be highly individualised. We are also committed to ensure a high level of our pupils make better than expected progress from Key Stage 1.

In Key Stage 1 and 2, all children's progress will be monitored carefully and suitable intervention put in place to support and extend children where necessary. We will be focusing on ensuring all children achieve the expected standard in Reading, Writing and Mathematics. We will use the PPF to ensure children who are eligible for this funding achieve in-line with non PPF peers. As in line with the recent OFSTED and school improvement plan, funding will support raising achievement in Mathematics at Key Stage 2 ensuring all children are at least the expected standard.

It is the policy and practice of Cage Green Primary School to ensure that the needs of all pupils are met. We will ensure that sensitivity is used in the way that the Pupil Premium Funding is used in order to support pupils. This sensitivity will sometimes be applied so that pupils may be unaware of how they are receiving additional support, where appropriate. The school will collate individual Pupil Premium Information Forms that will show clearly if and where additional support, that is required, has been provided.

Planning and Evaluation for 2016-2017

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?	Impact - RAG	Spend
An ethos of attainment for all pupils.	Children's University Speakers for Schools Parents to inspire and inform children of their chosen career	NfER – building blocks for success number 1 – focus on high quality teaching first promote an ethos of attainment for all pupils.	Monitoring of impact on children's attitude towards their own aspirations (questionnaire data). Lifelong learning is promoted well within the school and children report this is happening (questionnaire data).	SKC	July 2017	Children's University was researched for implementation in January 2018. 'Growth Mindset' to be implemented in January 2018 with a view to increasing aspirations.	£2000
To develop high quality teaching for all pupils and to diminish any	Talk for Writing training Inspire Reading	NfER – building blocks for success number 3 – focus on high quality teaching first.	Planning scrutinise, book scrutinise and lesson observations show that Talk for Writing is implemented within each class.	SLT	Book scrutnies, lesson observations and planning scrutnies	Talk for Writing is embedded across the school. All PP chn (except Yr 1) made	£6500

differences between disadvantaged and non-disadvantaged pupils.	training.		Teachers understand how to provide quality feedback to their pupils on successes and areas for development Teachers are secure in planning and delivering units of writing that build upon skills successively		are scheduled throughout the academic year. Final review: July 2017	progress in reading across the year_ In writing, In Years 5 and 6, significant gains have been made in writing attainment of PP chn, In Years 1, 2 and 4 this effect has not been seen.	
To ensure all children have the correct P.E. kit and uniform when they enter the school.	Donations of uniform and P.E. kit from parents/carers. Lost property to be utilised PTA to be consulted	NfER – building blocks for success number 1 – promote an ethos of attainment for all pupils.	Teachers and children report, through questionnaires, that children are equipped well for P.E. (September 2017). How many P.E. kits are given out in July 2017	SKC and RN	September 2017	All teachers have given names of children that need kit and this has been ordered for these chn for September 2017 start.	£2000
Total Budgeted Cost							£10,500

Impact

- Speakers have been invited into school to raise aspirations: author visit from Steve Clifford to inspire children's love of writing, Scientists have visited the school, as well as gardeners in order to develop the children's ideas about career options.
- 'Talk for Writing' is embedded across the school and is being used across the school and all Teachers, as well as Teaching Assistants, are using this in their lessons to improve outcomes in writing.
- Spare PE kits have been received as donations from parents/carers. All children for September 2017 will have a PE kit in order to foster team spirit

Next Steps

- To research and appointment dedicated team members to implement 'Children's University'. Research to start September 2017 for implementation in January 2018.
- To research 'DigiSmart' and trial this with a small group of Year 5 pupils to see if this improves reading and the ability to apply this to a test situation – look at trialling this with Year 2 PP chn (identified from data analysis).
- To survey teachers and the office staff, with regard to how many children are borrowing kit, or not being fully equipped for PE in September 2017, so that need can be identified more quickly.
- Look at writing interventions or use of specialist one to one 'tutors' to assist identified PP chn in writing in Years 1,2 and 4.
- To develop a wider culture of striving for the best that we can achieve, being excited by challenge and understanding that mistakes are part of the learning process. This will be achieved by further training and delivery of 'Growth Mindset' through staff meetings and Week 1 teaching in September 2017.

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?	Actual Impact	Spend
Identified pupils make accelerated progress in reading.	Use specialist reading teacher to support in KS1 and KS2.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4.	Monitoring of identified children's attainment and progress in reading.	SLT	Termly data input monitoring with final monitoring July 2017	Year 6 data shows a 20% increase in achievement of the expected standard by the end of Key Stage 2 (use of additional teachers and targeted interventions)	Shared budget for these interventions – £30,000
Identified Year 5 and 6 pupils make accelerated progress in writing.	Use of three teacher model in Years 5 and 6.	To focus on individual children's needs to ensure that accelerated progress is made in writing – NfER building block 4.	Monitoring of identified children's attainment and progress in writing.	SLT	Termly data input monitoring with final monitoring July 2017	In Year 5 significant increase from 16% of PP meeting the expected standard at the beginning of Year 5 to 72% by the end of the year. In Year 6, significant progress was made by PP chn (54% to 83%).	
Identified pupils make accelerated progress in maths.	To use Teaching Assistant and intervention time to address attainment and progress in Maths.	To focus on individual children's needs to ensure that accelerated progress is made in maths – NfER building block 4.	Monitoring of identified children's attainment and progress in Maths.	SLT	Termly data input monitoring with final monitoring July 2017	In Years 3 and 5, PP children have made progress in increasing the number of children attaining the expected levels in Maths. In other year groups, intervention will be needed to address these gaps in attainment.	
Identified pupils make accelerated progress in SPAG.	Existing CG staff member to work with identified children. Teacher led extra tuition to ensure all children making progress in SPAG, particularly	To focus on individual children's needs to ensure that accelerated progress is made in SPAG– NfER building block 4.	Specific children who are not progressing or attaining in line with non-PPF children to be identified from data analysis. Ensure children have a separate 'Master Class'	SLT	Half termly data update – monitor progress and attainment.	Chn have worked with additional adults and completed SPAG activities in their English books. Year 6 writing data shows that 83% of PP chn met the expected standard in writing compared to 84% of all pupils. In Year 5, 72% of PP chn met the expected standard in writing compared to 75% of all pupils.	£20,000

	'disadvantaged children', 'disadvantaged more able' and those from 'vulnerable groups'.		book to show learning and progress made because of this programme.				
Identified pupils display good behaviour to learning 80% of the time.	Member of Pastoral Team at Cage Green.	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs. One of seven building blocks for success - NfER report on supporting the attainment of disadvantaged pupils. NfER – 'schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)'.	Specific children who are not progressing or attaining in line with non-PPF children to be identified from data analysis. Class Teachers and parents to be consulted for consent and as to which children would benefit from this. Monitoring of impact on behaviour to learning – questionnaire data.	SLT	July 2017	Questionnaires show, that the majority of teachers felt, that 80% of the time, identified pupils displayed good behaviour to learning after Pastoral Team input.	£30,000 – budget to shared across these interventions
To provide emotional support for identified pupils	Member of Pastoral Team at Cage Green Counselling Talk Time	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs. One of seven building blocks for success - NfER report on supporting the attainment of disadvantaged pupils. NfER – 'schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing	Specific children who are not progressing or attaining in line with non-PPF children to be identified from data analysis. Class Teachers and parents to be consulted for consent and as to which children would benefit from this. Monitoring of impact on	SLT	July 2017	Questionnaires show, that the majority of teachers, felt that this had had a positive impact on children who had accessed this support.	

		attendance and behaviour)'. behaviour to learning – questionnaire data.					
To provide lunchtime support for identified pupils	Sunshine Club Activities and resources Donations from parents	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs. One of seven building blocks for success - NFER report on supporting the attainment of disadvantaged pupils. NFER – 'schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)'. Children have more positive social interactions on the playground Children are reported to be focused in lessons on time and have a positive attitude after lunch time.	Specific children who have social/emotional needs and need support in engagement with the playground environment Children have more positive social interactions on the playground Children are reported to be focused in lessons on time and have a positive attitude after lunch time.	SLT And SENCo	July 2017	71% of teachers felt that Sunshine Club had a positive impact on children who attended this.	
1:1 Phonics Counts support	1:1 and group phonics programme for pupils taking the phonics screening. Specialist teacher.	To focus on individual children's needs to ensure that as many children meet the required standard as possible NFER building block 4	Children identified as needing support, meet the required standard in order to successfully pass the phonics screening check.	SLT	Half termly data update – monitor progress and attainment.	In Year 1, 69% of PP chn passed the phonics screening compared to 75% of all chn. Year 2 retakes – 50% of PP chn passed this compared to 43% of all.	£20,000
Speech and language support	Screening of all Early Years pupils Individualised intervention by trained T.A.	All Early Years pupils to be screened for speech and language issues and individualised intervention by trained TA and those with SALT programmes	To ensure that speech and language needs are identified earlier in a child's school career, so that all children can reach their full potential - NFER – building blocks for success number 1	SENCo and SLT	Provision maps and individualised plans show progress in attainment within identified areas of need.	All 60 Early Years pupils were screened. Weekly interventions were put in place for chn (they have had all made progress) and those still requiring support has been communicated to next teachers and support is in place or these chn.	£10,000

			Focus on high quality teaching first promote an ethos of attainment for all pupils.				
1:1 intervention for literacy difficulties	Screening by specialist T.As of any children identified as potentially having a literacy difficulty. 1:1 intervention for identified literacy difficulties	Individualised intervention for pupils with difficulties with literacy for example dyslexia. To focus on individual children's needs to ensure that as many children meet the required standard as possible NfER building block 4	To ensure that literacy difficulties are identified, so that all children can reach their full potential - NfER – building blocks for success number 1 Focus on high quality teaching first promote an ethos of attainment for all pupils.	SENCo and SLT	Provision maps and individualised plans show progress in attainment within identified areas of need.	98% of PP chn who were identified as needing literacy interventions made positive progress.	£6,000
Small group intervention for Maths – Year 3 pupils	Identified children from data analysis 1:6 intervention for identified pupils Additional resources to support learning	Numicon intervention provided by specialist teacher for pupils falling behind – including additional resources. To focus on individual children's needs to ensure that accelerated progress is made in maths – NfER building block 4.	Specific children who are not progressing or attaining in line with non-PPF children to be identified from data analysis. Children make accelerated progress within Mathematics due to small group intervention – data analysis.	SENCo and SLT	Half termly data update – monitor progress and attainment.	Numicon interventions have run in Year 3, the number of PP chn achieving the expected level has increased from 54% to 68%.	£15,000
Provision of professional agencies such as Educational Psychologist	To provide advice, including reports to support learners and school- includes training of staff including support at	To focus on individual children's needs to ensure that as many children meet the required standard as possible NfER building block 4	Identified children from data analysis and SEN or School Concern register	SENCo and SLT	Provision maps and individualised plans show progress in attainment	Positive progress 100% of pupils whom have accessed this service.	£10,000

	meetings.				within identified areas of need.		
Total Budgeted Cost							£141,000

Impact

- The three teacher model is working well in Year 6 to raise standards of attainment in writing (from 54% of PP achieving the expected standard at the beginning of the year to 83%). The number of disadvantaged pupils who reached the expected standard in writing is 83% compared to 72% for all pupils.
- Fluid Mathematics interventions are highlighting and addressing misconceptions in learning earlier, as well as ensuring that the next maths lesson can be taught on firmer foundations.
- Year 6 have used additional teachers to help them to raise progress and attainment in SPAG – the writing results shows 83% of PP chn met the expected standard in writing compared to 84% of all pupils.
- Pastoral Team have a positive impact on many children's behaviour to learning, supporting their emotional needs and putting strategies in place to ensure these needs are met.
- Number of PP chn in Year that passed the phonics retake in Year 2 was 50% compared to 43% of all. In Year 1, 69% of PP chn passed the phonics screening compared to 75% of all chn.
- Numicon interventions in Year 3 have been improving pupil outcomes in Maths successfully (68% of PP met the expected standard in Year 3 compared to 76% of all pupils). At the beginning of Year 3 54% of PP were on track to meet the expected standard. These children have been identified for intervention.
- In Year 5, end of Cycle 3 data shows that 69% of children are achieving the standard expected for the year group. This is an increase of 29% from the cohort's end of Year 4 result of 47%.
- Two PP children were seen by the Educational Psychologist. Both children have made positive progress from their end of last academic year starting points due to this involvement.

Next Steps

- To develop the specialist reading teacher role, 'DigiSmart' is being researched in order to look at raising attainment in reading in Year 3. A specialist reading teacher needs to be researched to work with Key Stage 1 and Years 3 and 4, ready for implementation in September 2017.
- 'Master Classes' in SPAG for Year 5, making use of the three teacher model – this started in Term 6 and the impact is being seen through the quality of children's verbal and written responses in English.
- Year 3 PP chn in Maths need to have intervention to diminish the difference between PP and all chn.

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?	Actual Impact	Spend
To empower parents to support their children in Reading, Writing and Maths.	Activity and ideas led sessions offered for parents during the school day. Phonics work shops Maths training What to expect from your child's writing? Parenting evenings Debbie Blake – Pastoral Team. Open classrooms	NFER - More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. Research shows that we need to 'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.' (NFER) ' Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement' (NFER)	Questionnaire responses from parents as to how to support their children. Give parents practical ideas as to how to support their children's learning. Monitor parental engagement in sessions. To offer raffle tickets for attendance and a prize draw at the end of the session. Track attainment of children whose parents have attended the session to monitor impact. Identify areas to support parents/carers with, such as managing behaviour at home, providing a stable routine etc. Use class teacher questionnaire feedback and parent questionnaire feedback to inform. Questionnaire feedback later on in the year from teachers and parents about the impact of the sessions.	SKC, Pastoral Team and SLT	July 2017	100% of parents who attended the session felt that it was useful and that the activities gave them practical ideas as to how to support their children.	Supply cover tea/ coffee Sainsburys voucher/ resource £3,580
Children are on time for school and attendance is at least 90%.	Taxi service for identified children who struggle with coming to school on time or with attendance.	Focusing on ensuring that attendance of PPF children is high so that the start to the day is ordered and timely. NFER – 'schools which have been more successful in raising	Taxi service to be appointed and a clear route set to collect children who are not within easy walking distance from the school and for whom attendance or lateness is an area to improve upon.	SLT KM	Regular Attendance Meetings and termly monitoring by SKC of lateness and attendance of	Following detailed analysis of the attendance of PP children it was clear that providing a taxi service would not have the desired impact. Instead the school minibus was used when necessary.	£5000

		the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour). Also, 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.'	Monitor attendance and lateness to ensure that this is decreasing.		identified pupils. July 2017		
To put the school at heart of community.	Parent/carer forum during the school day and after school. Parents/carers meet the head teacher and engaged in a discussion forum.	'Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools.' NfER - Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children.	Coffee morning meetings run three times a year with members of SLT and the Head Teacher. Offer refreshments, as well as raffle tickets with a prize at the end of the session to encourage attendance.	SLT	Attendance numbers at these meetings to be monitored after every meeting, final numbers and impact July 2017	This idea is to be integrated into new plans for Sept 2018 in increasing parental engagement.	£1,500
To enhance and enrich curriculum opportunities for all	A range of targeted curriculum and enhancement activities -Science week -Book week -Curriculum Evening -You can't test this days -Come and learn with us day	Ofsted 'The Pupil Premium: an update', found that schools using their pupil premium funding more effectively were 'raising aspiration' and this was a key factor to success.	All children have the opportunity to participate in curriculum enhancing and enriching activities. To raise the aspirations of pupils and to enhance their enjoyment of education.	SLT and Middle Leaders	School Council feedback before and after enrichment activities – Jan 2017 and July 2017	80% of children surveyed felt that the curriculum and enhancement activities were beneficial and they enjoyed the activities on offer.	£5,000

	Happy Puzzle Company Stay and Play EYFS Whole school						
To improve the playground environment and enhance the selection of lunchtime clubs	Provision of playground markings, play equipment /resources	Ofsted 'The Pupil Premium: an update', 'Although schools often spend the funding on a common menu of activities, effective leaders make informed choices, on a yearly and flexible basis, that match the particular needs of their pupils.'	The school environment is an interesting and physically developmental place to be in.	SLT and Middle Leaders	School Council feedback before and after enrichment activities – Jan 2017 and July 2017	Children can be seen using the new markings 100% of the time, compared to 25% of the time when the old markings were there.	£2,500
To ensure that all pupils benefit from the range of experiences that the school offers	Provide monetary provision for educational visits Identified pupils	Ofsted 'The Pupil Premium: an update', 'Although schools often spend the funding on a common menu of activities, effective leaders make informed choices, on a yearly and flexible basis, that match the particular needs of their pupils.'	All children have the opportunity to participate in curriculum enhancing and enriching activities. To raise the aspirations of pupils and to enhance their enjoyment of education.	SLT and Middle Leaders	School Council feedback before and after enrichment activities – Jan 2017 and July 2017	In total 95 children attended residential visits, 37 of which were PP and we assisted 12 children with the cost of these visits.	£3,000
To ensure vulnerable pupils have access to before and after school support	Breakfast Club and Afterschool Club provided for identified pupils	Ofsted 'The Pupil Premium: an update', 'The most successful schools...offer support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience.'	Ensure all children have a positive and timely start to the day, in order for them to begin learning effectively.	SLT Pastoral Team SENCo	July 2017	32% of available clubs spaces are taken up by PP chn.	£3,000
Total Budgeted Cost							£23,580
Impact							

- Questionnaires were sent out to all parents/carers of Pupil Premium children, 12% were returned and the results analysed. As a result of these responses, the Pastoral Team and SC have developed afternoon sessions run for parents/carers (all parents are to be invited). These sessions are a direct response to areas that PP parents/carers would like assistance with managing at home. The first session focused on improving confidence and concentration and responses from the parents/carers that attended was very positive.
- Children are making more effective use of the playground due to the new markings, it is also being used for Maths lessons (hundred square and multiples hop scotch).

Next Steps

- To develop parental engagement further by asking them to come into school to participate in workshops with their children. The head Teacher and SLT to be present at these meetings to talk with and build relationships with parents.
- To develop a Walking Bus for Cage Green with priority for parents/carers having difficulty in getting their children to school.
- To further develop Pastoral Team workshops and to exhibit these ideas as part of a wider 'Cage Green Expo' and to ask children to showcase activities and skills learnt to their parents.
- To further encourage more PP chn to take part in clubs. To identify any PP chn who have a particular talent for something and to try to create opportunities for them to develop these interests and skills.