

### **Pupil Premium Grant Data (PPG) for 2017– 2018**

**Total number of pupils on roll:** 415

**Total number of pupils eligible for PPF:** 137

**Amount of PPF received per child:** £1320

**Amount of PPF received by LAC pupils (Looked After Children):** £9240

**Total amount of PPF expected:** £180,840

**To be reviewed:** July 2018

### **Vision for the use of Pupil Premium Grant (PPG) 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](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 PPG 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 PPG 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 Grant (PPG) at Cage Green**

The government believes the effective use of PPG (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 PPG, 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 the PPG has been used. In 2017-2018 the PPG to our school is anticipated to be £180,840. 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 diminishing the difference between attainment and progress of Pupil Premium in relation to all pupils. Specifically, in Year 3, Pupil Premium children will be targeted to make accelerated progress in Writing and Maths. In, Key Stage 1 the attainment and progress of Pupil Premium children will be monitored in order to diminish differences in Reading, Writing and Maths at expected and exceeding levels of attainment. Support for these children will be put in place, both emotionally and academically, to try to diminish these differences. 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, gender differences in attainment and progress will be more closely examined. Support will be put into place in individual year groups to address any differences in attainment and progress of Pupil Premium children. All children's progress will be monitored carefully and suitable intervention put in place to support and extend children where necessary. 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 PPG 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 2017-2018

### 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?	Actual Impact	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 2018	Questionnaire data results	£2000
To develop pupil	'Growth Mindset'	NfER – building blocks for success	Teacher and Teaching Assistant	SKC and SLT	Termly and finally in	Questionnaire	£2000

attitudes towards learning and challenging themselves.		number 1 – focus on high quality teaching first promote an ethos of attainment for all pupils.	training sessions on 'Growth Mindset'. Whole school display that celebrates examples of 'Growth Mindset'.  'Growth Mindset' to be focused on in Learning Walks.		July 2018	aire on pupil attitudes – linked to above	
To develop high quality teaching for all pupils and to diminish any differences between disadvantaged, all pupils and gender in Reading and Writing.	Power of Reading training for two members of staff – KS1 and KS2.  New Reading resources.	NfER – building blocks for success number 3 – focus on high quality teaching first.	Planning scrutinies, book scrutinies and lesson observations show that new approaches in Reading are implemented within each class.  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 reading and writing that build upon skills successively.	SLT and English Learning Team	Book scrutinies, lesson observations and planning scrutinies are scheduled throughout the academic year. Final review: July 2018	Data analysis	£10,000
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.  Questionnaire results to analyse which children need P.E. kit.	NfER – building blocks for success number 1 – promote an ethos of attainment for all pupils.	Children are equipped well for P.E. through 'spot checks' (October 2018) where the number of children in and not in correct P.E kit is noted.  How many P.E. kits are given out in July 2018?	SKC and SS	September 2018		£2000

To raise the profile of Science and the Foundation subjects within the school (to increase pupil engagement).	Once a term, external visitors to come into school to showcase their subject.  Activities linked to year groups current topics.	NfER – building blocks for success number 1 – promote an ethos of attainment for all pupils.	Pupil Questionnaire - Children report more readily, about a greater number of subjects, and see this as 'learning' as well.	SKC, RC and Creative and Science Teams	July 2018	Pupil questionnaire on attitudes – linked to above	£4500
<b>Total Budgeted Cost</b>							<b>£20,500</b>

<b>Targeted Support</b>							
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>	<b>Actual Impact</b>	<b>Spend</b>
Identified Year 2 pupils make accelerated progress in Reading to attain the expected standard.	Use specialist Reading teacher to support children in Year 2.	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.  Phonics screening retakes data.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2018	Progress and attainment	Shared budget for these interventions – £70,000
Identified Year 2 pupils make accelerated progress in Writing to attain the expected standard.	Use specialist Writing teacher to support children in Year 2.	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 Writing.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2018	Progress and attainment	
Identified Year 3 male pupils make accelerated progress in Writing to attain the expected standard.	Use specialist Writing teacher to support children in Year 3.	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 Writing.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2018	Progress and attainment	
Identified Year 3	Use of Numicon	To focus on individual children's needs	Monitoring of identified children's	SLT and	Termly data input	Progress	

male pupils make accelerated progress in Maths to attain the expected standard.	intervention to address misconceptions and to assess and build upon firmer foundations.	to ensure that accelerated progress is made in reading – NfER building block 4.	attainment and progress in Maths.	Maths Learning Team	monitoring with final monitoring July 2018	and attainment	
Identified Year 4 PP pupils make accelerated progress in Maths at exceeding the expected standard.	Use of specialist teacher to support identified children in Year 5.	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 Maths.	SLT and Maths Learning Team	Termly data input monitoring with final monitoring July 2018	Progress and attainment	
Identified Year 5 and 6 PP boys 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 2018	Progress and attainment	
Identified Year 5 and 6 PP boys make accelerated progress in Maths.	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 2018	Progress and attainment	
Identified Year 6 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 'disadvantaged children',	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 all children to be identified from data analysis.  Ensure children have a separate 'Master Class' book to show learning and progress made because of this programme.	SLT	Half termly data update – monitor progress and attainment.	Progress and attainment	£20,000

	'disadvantaged more able' and those from 'vulnerable groups'.						
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 all 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 2018	Pupil Asset data	£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 attendance and behaviour)'.	Specific children who are not progressing or attaining in line with all 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 2018	FLO feedback	
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	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	SLT And SENCo	July 2018	Attendance to sunshine  Pupil voice about sunshine club	

		basics in place (especially addressing attendance and behaviour)'. attitude after lunch time.					
Speech and language support	Screening of all Early Years and Year 4 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  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.	End of year progress seen in final screening	£10,000
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.	Progress and attainment	£6,000
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 meetings.	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 within identified areas of need.	Progress and attainment	£10,000
Total Budgeted Cost							£146,000

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 engage and work in partnership with parents/carers to support their children in Reading, Writing and Maths.	<p>Activity and ideas led sessions offered for parents during the school day.</p> <p>Phonics work shops</p> <p>Maths training</p> <p>What to expect from your child's writing?</p> <p>Parenting expos</p> <p>Come and learn with us day</p> <p>Debbie Blake – Pastoral Team.</p> <p>Open classrooms</p>	<p>NfER - More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential.</p> <p>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. '</p> <p>(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)</p>	<p>To run a 'Cage Green' expo. Series of workshops that centre on children showcasing their learning to parents/carers.</p> <p>Methods of teaching specific subjects will be showcased to parents/carers.</p>	SKC, Pastoral Team, Learning Teams and SLT	July 2018	Number of parents/carers in attendance.	<p>Supply cover tea/ coffee</p> <p>Resources</p> <p>£4340</p>
Children are on time for school and attendance is at least 90%.	A Cage Green Walking Bus service is offered to parents/carers.	<p>Focusing on ensuring that attendance of PPF children is high so that the start to the day is ordered and timely.</p> <p>NfER – 'schools which have been more successful in raising the performance of disadvantaged pupils have put the</p>	<p>Walking Bus service to be developed and a clear route set to collect children who are not within easy walking distance from the school. Particularly targeting children for whom attendance or lateness is an area to improve upon.</p>	SLT and SENCo	Regular Attendance Meetings and termly monitoring by SKC of lateness and attendance of identified pupils.	Attendance figures of PP	£2000

		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.		July 2018		
To enhance and enrich curriculum opportunities for all	A range of targeted curriculum and enhancement activities: -Science week -Book week  Whole school	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 2018 and July 2018	Pupil voice  Parent survey	£2,000
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 2018 and July 2018	Pupil attendance of residential and trips.	£2,500
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 2018	Attendance to clubs	£2,500
Total Budgeted Cost							£13,340