

Cage Green Pupil Premium Strategy 2017 - 2018

Pupil Premium Grant Data (PPG) for 2017– 2018

Total number of pupils on roll: 410

Total number of pupils eligible for PPF: 140

Amount of PPF received per child: £1320

Amount of PPF received by LAC pupils (Looked After Children): £19,000

Total amount of PPF expected: £190,600

To be reviewed: July 2018 – Reviewing in January 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

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 £190,600. 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.

Barriers to future attainment (for pupils eligible for PP) including higher ability
In-school barriers
A. Low speech and language skills on entry into Reception – school data shows that in 2016-17 Literacy skills for Pupil premium children were behind those children who were non-Pupil Premium. This was also shown in the percentage of Pupil Premium children achieving a good level of development, which was 50%, compared to 76% of non-Pupil Premium.
B. To develop and raise aspirations and to foster a culture of ‘Attainment for All’ – To train staff and pupils in ‘Growth Mindset’. To create opportunities for all pupils to excel and to develop their interests.
C. To raise the number of higher attaining Pupil Premium pupils gaining the greater depth standard in Reading, Writing and Maths – To use targeted interventions to support these children. To develop quality first teaching further.

External barriers	
D. To increase the attendance of Pupil Premium children in school and to increase parental engagement with the school.	
Desired outcomes (Desired outcomes and how they will be measured)	Success Criteria
A. Improved understanding of spoken and written language for Reception and Year 1 Pupil Premium children.	Reception: % of PP children achieving expected level+ in Reading and Writing increases to be at least 55%. Year 1: % of PP children achieved expected level+ in Reading to increase to 70% and Writing increases to 50%.
B. Pupil Premium children develop aspirations for themselves and use 'Growth Mindset' to challenge themselves in their learning.	'Growth Mindset' training to be delivered to the staff and activities to be planned to develop this for the children. Children challenging themselves will be a focus of lesson observations and book scrutinies.
C. To increase the number of higher attaining Pupil Premium achieving greater depth in Reading, Writing and Maths.	To target Year 5 and Year 6 PP children so that there is little or no difference in attainment of greater depth in Reading, Writing and Maths. Key Stage 2 SATs results show an increase of 5% of PP children attaining this.
D. Relationships with parents/carers are well developed. Attendance of PP children is at least in-line with all pupils.	To explore initiatives to engage parents/carers and to develop the role of the Pastoral Team further in assisting families. To try new initiatives in helping parents/carers ensure that children attend school regularly.

Targets for Pupil Premium Pupils			
Attendance of disadvantaged pupils	Outcomes from 2016-17		Targets for 2017-18
		94.3%	
Targets for Statutory Assessments	Outcomes Year 2016-17 All / Main School	Targets for July 2017 All / Main School	Kent Average 2016-17
Disadvantaged pupils achieving the expected standard in Year 2			
Reading	60% / 64%	80% / 86%	65%
Writing	40% / 43%	60% / 64%	57%
Maths	53% / 57%	73% / 79%	65%

Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths – Combined - Year 6	45% / 50%	54% / 58%	48%
Disadvantaged pupils achieving the expected standard in Year 6			
Reading	55% / 61%	64% / 67%	61%
Writing	75% / 83%	64% / 67%	68%
Maths	65% / 67%	64% / 67%	62%
GPS	50% / 56%	64% / 67%	62%
Progress of Pupil Premium Children in Year 6 2016-17			
Reading	-1.6	1.0	-0.4
Writing	1.4	1.0	-0.01
Maths	-2.7	1.0	-1.0

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 (Linked to SIP priority 1.12)	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 being developed in January 2018 – Survey Monkey – random selection of pupils to be taken and results analysed. Events to be planned from this. Survey to be repeated July 2018	Questionnaire data results	£2000
To develop pupil attitudes towards	'Growth Mindset'	NfER – building blocks for success number 1 – focus on high quality teaching first promote an ethos of	Teacher and Teaching Assistant training sessions on 'Growth Mindset'.	SKC and SLT	Termly and finally in July 2018 – Whole School training delivered on Growth Mindset. Display	Questionnaire on pupil attitudes –	£2000

learning and challenging themselves (Linked to SIP priority 1.12 and 2.2)		attainment for all pupils.	Whole school display that celebrates examples of 'Growth Mindset'. 'Growth Mindset' to be focused on in Learning Walks.		in entrance hall with examples of children's work. Term 4 revisit Growth Mindst as a school to build on successes.	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 (Linked to SIP priorities 1.1, 1.2, 1.3, 1.12 and 1.13)	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. Book scrutinies have taken place and Pupil Premium children have been part of this focus.	Data analysis	£10,000
To ensure all children have the correct P.E. kit and uniform when they enter the school (Linked to SIP priority 1.12)	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	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 LS	September 2018 – Audit of all children requiring kit has taken place. New kits have been ordered and are nearly ready to distribute.		£2000

	P.E. kit.						
To raise the profile of Science and the Foundation subjects within the school (to increase pupil engagement) – Linked to SIP priority 3.9)	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 – School Council have discussed Science Week and the things that they felt were successful from previous years and what they would like to change.	Pupil questionnaire on attitudes – linked to above	£4500
Total Budgeted Cost							£20,500

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 Year 2 pupils make accelerated progress in Reading to attain the expected standard (Linked to SIP priorities 1.6, 1.12 and 2.1)	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 Regular group interventions for identified pupils who are on cusp on expected – to start Cycle 2 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 (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	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 Regular group interventions for identified pupils who are on cusp on expected – to start Cycle 2 2018	Progress and attainment
Identified Year 3 male pupils make accelerated progress in Writing to attain the expected standard (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	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 Regular group interventions for identified pupils– to start Cycle 2 2018	Progress and attainment
Identified Year 3 male pupils make accelerated progress in Maths to attain the expected standard (Linked to SIP priorities 1.4, 1.5, 1.12 and 2.1)	Use of Numicon intervention to address misconceptions and to assess and build upon firmer foundations.	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 Regular group interventions for identified pupils– to start Cycle 2 2018	Progress and attainment
Identified Year 4 PP pupils make accelerated progress in Maths at exceeding the expected standard. (Linked	Use of specialist teacher to support identified children in Year 4.	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 Regular group interventions for identified pupils– to start Cycle 2 2018	Progress and attainment

to SIP priorities 1.4, 1.5, 1.6 and 2.1)							
Identified Year 5 and 6 PP boys make accelerated progress in writing (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	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 Regular group interventions begun in September 2018 for Year 6 and additional adult support in place in Year 5. After SATS, support will focus on Year 5 pupils further.	Progress and attainment	
Identified Year 5 and 6 PP boys make accelerated progress in Maths (Linked to SIP priorities 1.4, 1.5, 1.6 and 2.1)	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 Regular group interventions begun in September 2018 for Year 6 and additional adult support in place in Year 5. After SATS, support will focus on Year 5 pupils further.	Progress and attainment	
Identified Year 6 pupils make accelerated progress in SPAG (Linked to SIP priorities 1.6, 1.12, 1.13 and 2.1)	Existing CG staff member to work with identified children. Teacher led extra tuition to ensure all children making progress in SPAG, particularly 'disadvantaged children', 'disadvantaged more able' and those from	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. Regular SPAG group interventions begun in September 2018 for Year 6 (JL)	Progress and attainment	£20,000

	'vulnerable groups'.						
Identified pupils display good behaviour to learning 80% of the time (Linked to SIP priorities 1.6, 4.2 and 4.3)	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 SC devising a behaviour sampling questionnaire for teachers. Use of JG as Behaviour Lead to mentor target pupils identified from Pupil Asset Behaviour Log. SC attending attendance meetings and liaising with Pastoral Team to identify ways to support children in attending and being on time for school. Staff meeting held in Term 3 on managing behaviour, the behaviour policy and how to log incidents using Pupil Asset.	Pupil Asset data	£30,000 – budget to shared across these interventions.
To provide emotional support for identified pupils (Link to SIP priorities 1.6, 2.5 and 2.6)	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 SC continually monitoring who is accessing the Pastoral Team services. Staff questionnaire to be administered at start of Term 4 about impact felt that has been gained from Pastoral Team and who else may benefit from this or from JG mentoring.	FLO feedback	
To provide lunchtime support for identified	Sunshine Club Activities and	Staff questionnaires report that behaviour to learning is sometimes affected by social/emotional needs.	Specific children who have social/emotional needs and need support in engagement with the	SLT And SENCo	July 2018 Staff questionnaire to also assess impact of Sunshine Club and who	Attendance to sunshine	

pupils (Link to SIP priority 1.6, 2.5 and 2.6)	resources Donations from parents	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)’.	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.		needs this support further, who can be considered to finish with this service and who may require it from Term 4.	Pupil voice about sunshine club	
Speech and language support (Link to SIP priorities 1.6, 2.3 and 2.6)	Screening of all Early Years and Year 4 pupils Individualised intervention by trained T.A. Year 2, Year 3, Year 5 and Year 6 screenings for identified pupils. Referral to School's Speech and Language Therapist for speech and language assessment.	All Early Years pupils to be screened using Language Link. Early Years pupils screened using Speech Link if concerns are raised. Individualised and targeted intervention by trained TA and those with SaLT programmes. Individualised intervention by Speech and language therapist.	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. SC to meet with KM on 24/01/18 to look at number of chn and PP chn identified with Speech and Language needs and impact of interventions in place.	End of year progress seen in final screening	£10,000
1:1 intervention for literacy difficulties (Link to SIP priorities 1.6, 2.3 and 2.6)	Screening by specialist T.As of any children identified as potentially having a literacy difficulty.	Rapid Screening, CoPs screening and LASS screening to identify areas of difficulty and highlight possible dyslexic tendencies.	To ensure that literacy difficulties are identified, 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.	Progress and attainment	£6,000

Memory support	Targeted interventions for memory difficulties	Speech and Language lead targeted memory magic interventions for Year 5 pupils	Focus on high quality teaching first promote an ethos of attainment for all pupils.		SC to meet with KM on 24/01/18 to look at number of chn and PP chn identified as having literacy difficulties and impact of interventions in place.		
Total Budgeted Cost						£146 000	

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
Provision of professional agencies such as Educational Psychologist (Link to SIP priorities 1.6 and 2.6)	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. SC to meet with KM on 24/01/18 to look at number of chn and PP chn that have seen the Educational Psychologist and impact this has had on attainment and progress.	Progress and attainment	£10,000

<p>To engage and work in partnership with parents/carers to support their children in Reading, Writing and Maths</p>	<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>	<p>SKC, Pastoral Team, Learning Teams and SLT</p>	<p>July 2018</p> <p>SC to look at developing this Expo for Term 5.</p>	<p>Number of parents/carers in attendance</p>	<p>Supply cover tea/coffee</p> <p>Resources</p> <p>£4340</p>
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<p>Children are on time for school and attendance is at least 90%.</p>	<p>A Cage Green Walking Bus service is offered to parents/carers.</p>	<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>	<p>SLT and SENCo</p>	<p>Regular Attendance Meetings and termly monitoring by SKC of lateness and attendance of identified pupils.</p> <p>July 2018</p> <p>SC attended Attendance Monitoring 17/01/18 for</p>	<p>Attendance figures of PP</p>	<p>£2000</p>
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		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.		EYFS and KS1 pupils, Further meeting taking place on 24/01/18 to look at KS2.		
To enhance and enrich curriculum opportunities for all (Linked to SIP priority 3.9)	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 Book Week and Science Week planning is underway – School Council and both Learning Teams are involved in the decisions and ideas for these events.	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 Check number of pupils we have provided this for – Term 3	Attendance to clubs	£2,500
Total Budgeted Cost							£13,340