

Cage Green Pupil Premium Strategy 2018-19

Pupil Premium Grant Data (PPG) for 2018-19

Total number of pupils on roll: 369

Total number of pupils eligible for PPF: 125

Amount of PPF received per child: £1320

Amount of PPF received by LAC pupils (Looked After Children): £18,400

Total amount of PPF expected: £183,400

To be reviewed: July 2019 and September 2019

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 2018-19 the PPG to our school is anticipated to be £183,400. 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 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, Pupil Premium children will be targeted to make accelerated progress in SPAG. 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. The progress of all children will be monitored carefully and suitable intervention put in place to support and extend children where necessary. As in line with the recent end of Key Stage outcomes and school improvement plan, funding will support raising standards and achievement in SPAG 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.

1. Barriers to future attainment (for pupils eligible for PP) including higher ability

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- 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 develop provision for all pupils, including Pupil Premium, whom are Gifted and Talented in Art and PE.
- C. To raise the number of higher attaining Pupil Premium pupils gaining the greater depth standard in Reading, Writing and Maths** – To develop staff knowledge and confidence in assessing children who are exceeding the expected standard i.e. greater depth in Reading, Writing and Maths. To develop quality first teaching further and assessment confidence..

External barriers (*issues which also require action outside school, such as low attendance rates*)

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)	Success Criteria
<p>A. Improved understanding of spoken and written language for Reception and Year 1 Pupil Premium children.</p>	<p>Reception: % of PP children achieving expected level+ in Reading (to 70%) and Writing (83%). Year 1: % of PP children achieved expected level+ in Writing to increase from 10% to 25% (non-PP is 30.8%)</p>
<p>B. To develop and raise aspirations and to foster a culture of ‘Attainment for All’.</p>	<p>To develop provision for all pupils, including Pupil Premium, whom are Gifted and Talented in Art and PE. To provide additional opportunities for these children to showcase their talents and to develop the school as the centre of the community for improving opportunities for all.</p>
<p>C. To raise the number of higher attaining Pupil Premium pupils gaining the greater depth standard in Reading, Writing and Maths</p>	<p>To develop staff knowledge and confidence in assessing children who are exceeding the expected standard i.e. greater depth in Reading, Writing and Maths. To develop quality first teaching further and assessment confidence. 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.</p> <p><u>Year 6 – Year 5 results</u> PP children achieving greater depth in Maths – 28%, Writing 20% and Reading – 20% All children achieving greater depth in Maths – 41%, Writing 32% and Reading – 44%</p> <p><u>Year 5 – Year 4 results</u> PP children achieving greater depth in Maths - 19%, Writing - 10% and Reading – 24% All children achieving greater depth in Maths – 35%, Writing – 29% and Reading 41%</p>

<p>D. Relationships with parents/carers are well developed. Attendance of PP children is at least in-line with all pupils.</p>	<p>To implement 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.</p> <ul style="list-style-type: none"> -Walking Bus -Attendance Project -Walk on Wednesdays <p>Academic year 2017-18 - Attendance of PP pupils 93.29% compared to all pupils 95.06%.</p>
---	---

Targets for Pupil Premium Pupils

Attendance of disadvantaged pupils	Outcomes from 2017-18		Targets for 2018-19			
	93.29%		95% (Free School Meals National Average 94.8% 2017-18)			
Targets for Statutory Assessments	Outcomes Year 2017-18 All/Main School		Targets for July 2019		Kent Average 2016-17	
<p>Disadvantaged pupils achieving the expected standard in Year 2</p> <p>Reading Writing Maths</p>	<p>46.2% / 50% 38.5% / 41.7% 53.8% / 58.3%</p>		<p>60% / 65% 50% / 58% 63% / 68%</p>		<p>65% 57% 65%</p>	
<p>Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths – Combined - Year 6</p>	42.3% / 44%		52% / 54%		48%	
<p>Disadvantaged pupils achieving the expected standard in Year 6</p> <p>Reading Writing Maths GPS</p>	<p>50% / 48.1% 80.8 / 84% 59.3% / 57.7% 40.7% / 42.3</p>		<p>64% / 67% 72% / 75% 72% / 75% 62% / 65%</p>		<p>61% 68% 62% 62%</p>	
<p>Progress of Pupil Premium Children in Year 6 2016-17</p> <p>Reading Writing Maths</p>	<p>-3.2 1.7 -3.1</p>		<p>-0.4 1.8 -1.0</p>		<p>-0.4 -0.01 -1.0</p>	

Planning and Evaluation for 2018-2019

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	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 and CH (School Council)	July 2019 –		£2000
To develop pupil attitudes towards learning and challenging themselves	'Growth Mindset'	NfER – building blocks for success number 1 – focus on high quality teaching first promote an ethos of attainment for all pupils.	Teacher and Teaching Assistant training sessions on 'Growth Mindset'. Whole school display that celebrates examples of 'Growth Mindset'. 'Growth Mindset' to be focused on in Learning Walks and lesson observations. This will link to the School Vision Statement.	SKC, CH and SLT	Termly and finally in July 2019 –		£2000
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. Questionnaire	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 2019?	SKC and LS	July 2019		£2000

	results to analyse which children need P.E. kit.						
To develop teaching, learning and assessment in GPS at Cage Green.	To develop an improved understanding of the GPS curriculum in all year groups.	NfER – building blocks for success number 3 – focus on high quality teaching first.	<p>GPS Test and Teaching Assessment Data agree more closely on the achievements of the children at the expected standard and at greater depth.</p> <p>GPS INSET training on the new curriculum will happen (September 2018).</p> <p>Investment in additional training and resources for staff to draw upon.</p> <p>Targeted intervention to happen in Year 6 in GPS.</p>	KE and the English Learning Team	July 2019		£5000
To increase the profile and awareness of the school's 'Vision Statement' amongst pupils and parents/carers	To showcase the learning that happens at Cage Green that reinforces and embeds the 'Vision Statement' and 'Growth Mindset'.	NfER – building blocks for success number 1 – focus on high quality teaching first promote an ethos of attainment for all pupils.	<p>To develop a stronger thread of the 'vision' running in lessons that are planned.</p> <p>To encourage set weeks that enable children to focus on these attributes.</p> <p>To develop a Cage Green Exhibition that will showcase the learning and attitude to learning at Cage Green.</p>	SKC and all Learning Teams.	Term 3		£5000
Total Budgeted Cost							£16,000

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
To develop high quality teaching for all pupils and to diminish any differences between disadvantaged, all pupils and gender in Reading in Year 3	'Beanstalk' to be bought in to support targeted children. New Reading resources.	NfER – building blocks for success number 3 – focus on high quality teaching first. Sutton Trust 'High impact for low cost'.	Children that have had 'Beanstalk' intervention make accelerated progress in Reading towards achieving the expected standard.	SLT and English Learning Team	Data shows an increase in number of children at the expected standard for Reading in Year 3 (75% meeting the expected standard at the end of Year 2 2017-18) Final review: July 2019.		£4,000
To increase the progress of identified Year 2 boys in Writing	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 2019		Shared budget for these interventions 48,400
To increase the progress of identified Year 4 boys in Writing	Use of three Teacher model to support Writing 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 Writing. Data action from PP Action Plan Evaluation (2017-18)	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2019		

To increase the progress of identified Year 4 boys in Maths	Use of three Teacher model to support Maths 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. Data action from PP Action Plan Evaluation (2017-18)	SLT and Maths Learning Team	Termly data input monitoring with final monitoring July 2019	
Identified Year 3 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 2019	
Identified Year 5 pupils make accelerated progress in Maths to attain the expected standard	Use of Numicon and visual manipulatives in interventions to address misconceptions and to assess and build upon firmer foundations. Use of Three Teacher model.	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 and Maths Learning Team	Termly data input monitoring with final monitoring July 2019	
Identified Year 6 PP pupils make accelerated progress in Maths at exceeding the expected standard.	Use of specialist teacher to support identified children in Year 6 to enable the Three Teacher Model to work. Booster groups.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4. Data action from PP Action Plan Evaluation (2017-18)	Monitoring of identified children's attainment and progress in Maths.	SLT and Maths Learning Team	Termly data input monitoring with final monitoring July 2019	
Identified Year 6 PP pupils make accelerated progress in Reading at exceeding the expected	Use of specialist teacher to support identified children in Year 6 to enable the Three Teacher Model to work.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NfER building block 4. Data action from PP Action Plan Evaluation (2017-18)	Monitoring of identified children's attainment and progress in Reading.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2019	

standard.	Booster groups.						
Identified Year 6 PP pupils make accelerated progress in Writing at exceeding the expected standard.	Use of specialist teacher to support identified children in Year 6 to enable the Three Teacher Model to work. Booster groups.	To focus on individual children's needs to ensure that accelerated progress is made in reading – NFER building block 4. Data action from PP Action Plan Evaluation (2017-18)	Monitoring of identified children's attainment and progress in Writing.	SLT and English Learning Team	Termly data input monitoring with final monitoring July 2019		
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', 'disadvantaged more able' and those from 'vulnerable groups'.	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.		£20,000
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 –	SLT	July 2019		£50,000 – budget to shared across these interventions.

			questionnaire data.			
To provide emotional support for identified	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 2019	
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)’.	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 2019	
Speech and language support	Screening of all Early Years and Year 4 pupils Individualised intervention by	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	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	SENCo and SLT	Provision maps and individualised plans show progress in attainment	£10,000

	<p>trained T.A.</p> <p>Year 2, Year 3, Year 5 and Year 6 screenings for identified pupils.</p> <p>Referral to School's Speech and Language Therapist for speech and language assessment.</p>	<p>by trained TA and those with SaLT programmes.</p> <p>Individualised intervention by Speech and language therapist.</p>	<p>blocks for success number 1</p> <p>Focus on high quality teaching first promote an ethos of attainment for all pupils.</p>		<p>within identified areas of need.</p>		
<p>1:1 intervention for literacy difficulties</p> <p>Memory support</p>	<p>Screening by specialist T.As of any children identified as potentially having a literacy difficulty.</p> <p>Targeted interventions for memory difficulties</p>	<p>Rapid Screening, CoPs screening and LASS screening to identify areas of difficulty and highlight possible dyslexic tendencies.</p> <p>Speech and Language lead targeted memory magic interventions for Year 5 pupils</p>	<p>To ensure that literacy difficulties are identified, so that all children can reach their full potential - NfER – building blocks for success number 1</p> <p>Focus on high quality teaching first promote an ethos of attainment for all pupils.</p>	SENCo and SLT	<p>Provision maps and individualised plans show progress in attainment within identified areas of need.</p>		£6,000
<p>Provision of professional agencies such as Educational Psychologist</p>	<p>To provide advice, including reports to support learners and school- includes training of staff including support at meetings.</p>	<p>To focus on individual children's needs to ensure that as many children meet the required standard as possible NfER building block 4</p>	<p>Identified children from data analysis and SEN or School Concern register</p>	SENCo and SLT	<p>Provision maps and individualised plans show progress in attainment within identified areas of need.</p>		£10,000

							Total Budgeted Cost	£148,400

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 build relationships with the school	Meet the Head and the SLT mornings Parent expos Come and learn with us day 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)	To run mornings where parents/carers can come into school and meet with the Head and members of SLT to discuss their ideas and suggestions as to what the school is doing well and what could be improved further from their point of view. To run a 'Cage Green' expo. Series of workshops that centre on children showcasing their learning to parents/carers. Methods of teaching specific subjects will be showcased to parents/carers.	SKC, Creative Learning Team Pastoral Team, Learning Teams and SLT	July 2019		£1000
To diminish the difference between attendance of PP	Walk on Wednesdays Walking Bus Attendance Projects	NfER – building blocks for success number 1 – promote an ethos of attainment for all pupils.	Number of children walking to school increases from end of Term 1 to Term 6. Attendance figures for whole school	SKC and KM	July 2019		£5000

children and all pupils.			increases and the difference between all pupils and PP diminishes.				
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 2019 and July 2019		£2,000
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. Clear skills progression is planned in Topic Webs.	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. 'Reasoning' type activities are more evident in the breadth of activities being offered in Science and the Foundation subjects. Progression is better planned and evidenced in book and planning scrutinies.	SKC, JG, Topic Working Party, Creative and Science Teams	July 2019		£6000
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 2019 and July 2019		£2,500
To ensure vulnerable pupils have access to before and after	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'	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 2019		£2,500

school support		attendance, behaviour, confidence and resilience.'					
						Total Budgeted Cost	£19,000