

## Cavendish Church of England Primary School Pupil Premium Statement 2018/19

Total number of pupils on roll: <b>75</b>	Total number of pupils eligible for PPG: <b>14 (19%)</b>	Total amount of PPG expected: <b>£18,480</b>	Actual amount of PPG (Budget 2018-19): <b>£14,078</b>
<b>Attainment 2019</b>	<b>Pupils eligible for PP</b>	<b>Pupils NOT eligible for PP</b>	<b>National Benchmark</b>
<b>Early Years</b>			
% achieving a Good Level of Development	75%	86%	72
<b>End of Key Stage 1 (year 2)</b>			
% achieving or exceeding the expected standard in Reading	100%	91%	76
% achieving or exceeding the expected standard in Writing	100%	81%	68
% achieving or exceeding the expected standard in Maths	100%	91%	75
<b>End of Key Stage 2 (year 6)</b>			
% achieving or exceeding the expected standard in Reading	50%	100%	73
% achieving or exceeding the expected standard in Writing	100%	86%	78
% achieving or exceeding the expected standard in Maths	100%	86%	79

Nature of Support 2018/19	Aim	Was the Aim Achieved?
1:1 Personalised Tuition Delivered by qualified teaching staff and/or professional outside agencies appropriate to individual pupil needs <b>£6, 300</b>	To include stretch for the most able Developing fluency in mathematics, additional phonics support, developing stamina, organisation of writing, reading for analysis and inference, applying problem solving/reasoning skills in mathematics. Extension science, Extension writing	Progress is evident in individual children's outcomes PP children achieve in line with the national average at EYFS, phonics screening KS1 and majority subjects KS2.
Social Skills Development <b>£484.50</b>	Includes; Lego Therapy, Inclusion Support, Speech, Language and Communication. To support children's learning needs through catering for their emotional and physical wellbeing.	Children's feedback indicates they feel listened to and supported. 100% uptake on parental engagement.
Forest Schools Provision Dedicated area of school grounds Professional training for staff Hire of a qualified Forest School Instructor and associated equipment <b>£2,500</b>	To enable us to offer high quality provision to support emotional and physical wellbeing. Children are able to explore their natural surroundings, work as a team, solve practical based problems, experience God's world.	Feedback from previous year indicates how pleasurable and valuable children felt this time to be. This year's reflections showed that PP children identified a spiritual element to thrive outside.
SENCO support x2 to lead personalised intervention groups <b>£2,660</b>	The school employs two experienced qualified Special Education Needs Co-ordinators to lead personalised intervention groups to support children in any area of their learning.	PIRA and PUMA scores and analysis are used to track progress and close gaps in learning.
Fully trained Elklan teacher <b>£ 1, 330</b>	The school has a fully trained Elklan teacher to support children with identified Speech and/or language development	School has above age phonic screen outcomes. 100% pass rate for phonic retest. Above average outcomes for EYFS.

Nature of Support 2018/19	Aim	Was the Aim Achieved?
Additional support in classroom through use of LSAs linked to reading, writing and maths <b>£2, 375</b>	To facilitate Quality First Teaching and ensure every child has opportunities to work independently, with the class teacher and within a small group	Small class sizes enabled individual identified needs as evidenced by personal provision maps. CT assessment informed support groups
Specific purchase of resources such as ICT software to extend <b>£600</b>	My maths and RM maths licenses purchased to enable home support and extension setting. Testbase resource purchased for extension materials	Children in all cohort achieved above national average for greater depth outcomes.
Support for emotional well-being, behaviour and mental health including CISS support. <b>£2, 455</b>	To provide support for children with emotional challenges.	Number of behaviour instances reduced for majority. Collaborative Meetings with staff, CISS and families for wrap around care.
Support to develop Fine and Gross Motor Skills <b>£675</b>	Qualified SENDCO to deliver individual small group programmes, as informed by external agencies.	Support groups took place, improvements in handwriting and bleep test outcomes.
Liaise with feeder settings as part of transition <b>£ No additional cost</b>	To ensure that each child in our small setting has the very best transfer experience to secondary school, and that each pre-school child is visited	Face to face meetings and profession discussion took place. Additional adjustments as required.
School supplement for residential and day visits <b>£</b>	To ensure all children are able to access curriculum enrichments	All children included in opportunities to further wider curriculum learning and cultural capital.
Monies already spent and allocated for support PP children not on census return 2016-17	To ensure that each child receives their entitlement regardless of census based funding	Each child had costed support and provision for the academic year.
<b>Total Spend: £19, 379.50</b>		

Each child in receipt of PP has a costed provision map detailing how they are supported in school. Additional support could include combinations of the above.

The school has provided additional funding over and above Pupil Premium to ensure that all children benefit from small focused groups, including those with identified needs who are not in receipt of PPG.

## Pupil Premium Planned Support 2019-20

In 2019/20 the school has 85 children on roll, of whom 15 (18%) qualify for a version of Pupil Premium Funding, and the school is expected to receive **£16, 450**

Desired Outcomes
A. To increase in school support offered to children with attachment/ emotional health and well-being needs
B. To ensure children in receipt of PP are able to achieve age related outcomes or higher in learning
C. To support the offer of a wider curriculum to all, including financial support for visits, so no child is impeded from developing their “cultural capital.”
D. To deliver language intervention programmes to enable children to develop a full vocabulary for communication, and to further support the development and application of reading.
E. To support developing self-esteem and social integration through friendships group and behaviour support.

<b>Intervention</b>	<b>What is it?</b>	<b>Aims</b>	<b>How it will be used</b>	<b>Measuring Intended Outcomes</b>
Well being group	10 weekly intervention programme 1x hour weekly	To help children with behaviour management and/or friendship groups	Targeted children in line with home support	Social engagement is more enjoyable for all. Feedback
Forest Schools	6 weekly provision per year group 2x hours weekly	To develop holistic well-being; further develop resilience and spirituality	Offered to each year group in rotation.	Observation and children's feedback.
Personalised tuition	10 weekly intervention programme for specific learning needs.	To target PP children learning needs as identified by analysis.	To support PP children to achieve age related or higher outcomes.	Through progress meetings and summative assessment.
Language Link	County supported screening and intervention programme	To ensure all children develop language skills to access full curriculum	Initial target group in EYFS and KS1 2019-20	Programme includes screening assessment measures
Elklan support	Language and processing support programme	To support identified children with SPLD or processing instructions	Supporting external professionals / internally identified children.	Clarity of language Ability to follow instructions
Sendco-led personalised intervention groups	10 weekly intervention blocks to support identified learning needs. Challenge/ Support	To target PP children learning needs as identified by analysis.	To support PP children to achieve age related or higher outcomes.	Through progress meetings and summative assessment
Support to develop Fine and Gross Motor Skills	½ termly intervention programme to support development of core strength and hand skills.	To ensure children have stability necessary for engagement in active PE and handwriting/craft.	Identified children to attend specific group.	Increase in PE/ writing /craft skills.
Additional support through LSA led interventions	½ termly support interventions following teacher analysis and direction	To target PP children learning needs as identified by analysis.	To support PP children to achieve age related or higher outcomes.	Through progress meetings and summative assessment

**Measuring the Impact of PPG Spending**

The impact of Pupil Premium provision is reviewed termly through analysis of each child's progress and achievement, and resulting improvement in self-esteem, as part of pupil progress meetings with class teachers. Governors review the impact of pupil premium spending through the finance governing body committee meetings.

End of year achievement is compared to earlier starting point for each child, and against both cohort achievement and national standards. Children's feedback is gathered through oral and written surveys and evaluations.

**Date of next review:** July 2020