

Cecil Gowing Infant School Pupil Premium Strategy 2016-17
 Written December 2016 updated April 2017

For 2016-17 the pupil premium grant allocation for Cecil Gowing Infant School is: £34,000

At Cecil Gowing Infant School we also support families who are 'Just Managing', as defined by the government in 2016.

Identified possible barriers to educational achievement faced by eligible pupils	Use of pupil premium to address these barriers	How impact will be measured	January 2017 Updates and impact	April 2017 Updates and impact	July 2017 Updates and impact
<p>Speaking and listening skills are low on entry to Reception so children need early intervention to improve their understanding of vocabulary, use of language and pronunciation of sounds.</p>	<p>Specialist TA part funded by PP funding to early identify speech and language difficulties and organise appropriate intervention as soon as possible.</p> <p>School will access private speech and language company to support NHS service to enable early intervention.</p>	<p>Children's progress and attainment will be closely monitored using 'Tapestry' and 'pupil asset.'</p> <p>Speech therapists will show progress in their assessments.</p> <p>Close relationships with parents will enable parents to notice improvements.</p>	<p>Parents engaging well with 'Tapestry' and sessions offered for parents who felt less confident with the technology.</p> <p>14 children identified in Reception with speech and language needs and intervention, referrals made as appropriate.</p> <p>Group and individual speech sessions</p>	<p>Speech intervention continues. Private company is used to train our staff and provide assessments.</p> <p>Children continue in NHS system.</p> <p>Headteacher tracks where children are in systems and ensures rereferred as necessary.</p>	

	<p>Reception staff will be covered in Summer term to make transition visits to nurseries to gain information about children joining our school in September. Also, September staff will make home visits before children start Reception.</p> <p>Children funded for places at SOS club to encourage social skills including language.</p>	<p>Smooth transition to Reception with relationships in place before children begin and intervention in place for those children who need it.</p> <p>Staff and parents will be able to notice improvements in children's attitudes and confidence, which will lead to improved academic performance.</p>	<p>delivered across school by NHS and private company, and both have upskilled TAs in their knowledge and skills and enabled progress for the children.</p> <p>Private company working with HT to deliver training at pre schools with vision that earlier intervention will lead to less children entering Reception with difficulties.</p>	<p>Several children have made good progress and now discharged from service.</p> <p>Reading scores in Reception have been affected by speech difficulties but intervention is targeted and children are making progress.</p>	
<p>One third of PP pupils have SEN or a history of SEN so they need a range of support in place to enable them to make good academic progress. Most of this support is paid</p>	<p>Specialist support bought in as appropriate, eg) equipment, Educational Psychologists, training for staff, such as Autism, dyslexia courses.</p>	<p>Children will be supported as appropriate and staff will be upskilled to provide an outstanding level of care and support.</p>	<p>Educational psychologist has been involved with 5 children this term. Impact has been recommendations for school and parents to follow.</p> <p>HT and 2 TAs attending 'Autism Champion' training</p>	<p>EP service continues to give advice and 2 more referrals in pipeline.</p> <p>'Autism Champion' training continues to provide ideas for</p>	

with money from SEN, but PP enables over and above the impact possible.			from January 2017.	improvements in communication and well being for all children.	
Difficulties with behaviour including low self esteem, frustration and anxiety need to be managed so the children can focus on learning.	<p>All adults in school will model appropriate behaviour and work with consistent approaches. MSAs partly funded when appropriate to provide the consistent support over lunchtime.</p> <p>Support worker from Benjamin Foundation funded to give children 'time to talk' and teach them management skills to regulate their behaviour.</p>	Staff and parents will be able to notice improvements in children's behaviour which will lead to improved academic performance.	A new system of MSAs in Reception has reduced levels of anxiety for all children therefore children eligible for PP have also benefitted from the calmer and more confident environment.	<p>Reception children settled at lunchtime so outdoor area now open to 2 children from each Yr1 and 2 class at lunchtimes.</p> <p>2 children with emerging frustration have had extra support and the impact has been quicker de escalation and a calmer environment for all children, therefore supporting learning.</p>	
Summer born pupils sometimes show different levels of development both	Several of our children eligible for PP are very young for their year group and need specific	Staff and parents will be able to notice positive progress and attainment.	Pupil progress meetings for each year group have enabled staff to discuss specific	Data evidences that our improvements in the outdoor area in reception to support the curriculum have	

<p>physically and academically as they are simply younger than their peers.</p>	<p>support to provide the learning they need, both developmentally and academically. We monitor their progress and attainment closely.</p>		<p>children and decide on the next steps of intervention.</p>	<p>had a positive outcome for summer born boys especially.</p>	
<p>Pupil's self esteem and aspirations maybe low owing to less opportunities available for them and their parents</p>	<p>Children funded for places at out of school clubs to encourage aspiration and improve self esteem.</p> <p>Support worker from Benjamin Foundation funded to give children 'time to talk' and support their esteem.</p> <p>Workshops for parents, eg) Nurtured Heart Approach delivered by Benjamin Foundation, in liaison with school staff.</p>	<p>Staff and parents will be able to notice improvements in children's attitudes and confidence, which will lead to improved academic performance.</p> <p>Attendance by parents and carers resulting in closer parent partnerships which will result in improved academic progress and attainment.</p>	<p>2 children funded for SOS this term, impact has been improvement in attitude and social skills.</p> <p>Time funded for Support worker has been increased by one hour per week since January 2017 as needs of children have increased.</p> <p>Nurtured Heart workshop booked for 1st March 2017.</p> <p>Learning café's have been well attended.</p>	<p>Learning cafes have continued to be well supported and parent lunches and parent events have been popular. Eg) class singing assemblies.</p> <p>Year 2 have benefitted from a range of sporting events with more planned for summer term, eg) golf day, Olympic Day.</p>	

	<p>Twilight training sessions for staff include 'Growth Mindset', brain development and coaching</p> <p>Visits and visitors funded, eg) trips to Dinosaur Park, Mosques, synagogue, Cathedral, Norwich Castle, The Playhouse, visiting theatre companies.</p>	<p>Staff upskilled staff in their work with parents and pupils.</p> <p>Children will enjoy and experience a variety of activities, places, cultures and professions to inspire them for their future. They will have experiences to write about.</p>	<p>Each Year group has held 2 twilights since September 2016 there have been 2 whole school twilight sessions, including information sharing on growth Mindset and brain development.</p> <p>HT has begun regular assemblies to teach the children about our 'amazing brains!'</p> <p>Whole school outdoor learning has been in place since October 2016 and is having positive impact on well being and attitude of all children, including those eligible for PP.</p>	<p>Headteacher has delivered regular assemblies about our 'Amazing Brain' and plans 'Growth Mindset and 'Mindfulness' assemblies for next term.</p> <p>Outdoor learning is monitored for its impact on all children including those entitled to PP. One teacher is completing a Masters using this evidence.</p>	
Low attendance will lead to gaps in education and negative impact	Parent Support Advisor funded to strengthen relationships with	Attendance percentages will improve and families will understand the	100% Attendance has been celebrated each half term since Oct 2016 for	100% attendance certificates continue and at end of March 2017 our attendance	

<p>on well being.</p>	<p>families and highlight importance of good attendance.</p>	<p>importance of regular attendance.</p>	<p>individual pupils and attendance is monitored closely and parents informed if it falls below 90%. Support has been offered as appropriate.</p>	<p>was 1% higher than at the same time last year (96.2%). All children's attendance is closely monitored and parents kept informed.</p>	
<p>Housing and social situation of families may need support.</p>	<p>Parent support advisor funded and staff covered to attend meetings with parents/carers to support their situation.</p>	<p>Children will live in good standards of housing which impacts their health and attitudes and promotes improvements in academic performance.</p>	<p>Regular meetings have been held to support families as appropriate, engaging with a range of outside agencies. Although there remains a gap between the attainment of children eligible for PP and those not, the progress is good and staff have regular pupil progress meetings to monitor attainment and progress and put in appropriate intervention to</p>	<p>Regular meetings continue and the impact has been that one family have been rehoused. Progress and attainment of all children continues to be closely tracked including that of groups of children including those eligible for PP. We have begun transition for children joining us in Reception in September 2017, liaising closely with families and</p>	

			'diminish the difference'	nurseries to early identify any families who will benefit from extra support.	
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Review of children's progress will take place termly. Individual children's barriers and next steps will be considered and how these are addressed may be changed to have most impact for each individual learner.
The pupil premium strategy will be reviewed termly.