



Cranmore Infant School 2018 -2019 Disadvantaged Pupils-'Closing the Gap' Actions

Focus/Barriers to learning	Actions	Desired Outcome
<p>A</p> <p>Levels of parental engagement with the school - especially supporting children with reading and homework.</p> <p>Parental self -esteem and ability to support their children's learning at home.</p>	<p>Funding the Inclusion Lead to attend and facilitate Family Meetings involving outside support agencies in areas such as medical needs, mental health services, physical needs, housing support as well as educational support.</p> <p>Funding class staff to engage in targeted work with some of our children and families to promote the improvement in attendance and punctuality.</p> <p>Planning and production of resources for</p>	<p>External barriers and needs to be addressed to ensure the gap in <u>attainment</u> across the curriculum is narrowed.</p> <p>Educational progress for pupil premium pupils to be at least expected in all areas of curriculum.</p> <p>Staff to be aware of external needs and amend teaching to implement recommended strategies to ensure expected or better progress from starting points.</p> <p>Educational progress for pupil premium pupils to be at least expected in all areas of curriculum.</p> <p>Staff to be aware of external needs and amend teaching to implement recommended strategies to ensure expected or</p>

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	<p>families. Also attendance at family meetings, case conferences etc</p>	<p>better progress from starting points.</p>
	<p>Regular face to face support with class teacher and teaching assistant. 15 minutes at the end of each school day teachers and TAs in year group available for parent support.</p>	<p>Increase in face to face meetings with parents and involvement of parents in children's learning.</p>
	<p>Homework club within school time for parents and children. Staff to be available to liaise with parents/children to assist with homework.</p>	<p>Parents will be undertaking homework with children more than 75% of the time. The gap between PP pupils and all pupils will be reducing in Literacy and Maths.</p>
	<p>Termly parental workshops on Read/Write/Maths and Speaking. Personal face to face/phone calls to invite PP parents to workshops</p>	<p>The gap between PP pupils and all pupils will be reducing in Literacy and Maths. Increase in face to face meetings with parents and involvement of parents in children's learning.</p>

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<p>B</p> <p>Attendance rates and punctuality.</p>	<p>Employ the services of an Educational Welfare Officer</p>	<p>Reduce the number of persistent absentees.</p> <p>Pupil Premium pupil attendance to be in line with all pupils and meets school target of 96%</p>
	<p>Breakfast club to be run regularly</p>	<p>Pupils will be at school on time and ready to learn - accessing early morning activities in class alongside peers.</p>
	<p>Targeted morning groups in each year group</p>	<p>Pupils will be at school ready to learn.</p> <p>The gap in <u>attainment</u> in targeted areas is narrowed.</p>
	<p>Assembly awards for attendance.</p> <p>Indicate to parents the various certificates and rewards for punctuality/attendance.</p>	<p>Reduce the number of persistent absentees.</p> <p>Pupil Premium pupil attendance to be in line with all pupils and meets school target of 96%</p>
<p>C</p> <p>Lack of access to extra-curricular activities, e.g.</p>	<p>Extended access to enrichment activities such as Forest Schools, swimming lessons and after school sports clubs.</p>	<p>Pupils will be more physically active.</p> <p>Pupils will work more effectively in teams.</p> <p>Pupils will be safe around water and able to swim.</p>

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trips (including residential trips), after school clubs etc.	Subsidising/contributing towards educational visits, including Residential trips, and.	Pupils will have a wider experience of activities. Pupil confidence and ability to form relationships will be enhanced. Pupils will be demonstrating skills of resilience when faced with activities that are new to them both academically and socially.
<p style="text-align: center;">D</p> Social and emotional issues affecting learning behaviours that support independent learning.	Provide further support groups for nurturing and the Social Emotional Aspects of learning. Builders Club Lunchtime games club	
	Purchasing a computer summative and formative assessment programme- 'Connecting steps' to provide small steps of work to ensure progress in all areas.	Staff will be confident to set pupil targets that are small enough to be achieved. Staff will be setting pupil targets that are specific and appropriate to needs. Pupil Premium pupils with support plans will be making better than expected progress. Pupil Premium pupils with support plans will be closing the attainment gap with other pupils.
	'Jigsaw' programme purchased and provided weekly by staff.	Pupils will be more confident to interact with peers. Pupils will be more confident to talk about issues of body

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		awareness, health, relationships and their own thoughts/worries.
<p>E</p> <p>A lack of resilience, which affects children's self-confidence and co-operation when approaching work.</p>	<p>Providing opportunities for children to reflect on their targets and discuss their next steps on a regular basis with teachers and teaching assistants. Using Building learning Power skills to support and reflect on their own learning.</p>	
<p>F</p> <p>Levels of spoken language and pupil understanding of spoken English.</p>	<p>Purchasing an annual licence for Language Link to provide assessments of Reception children's understanding of spoken English and intervention activities to develop understanding to age expected levels.</p>	<p>Children in FS2 will meet age expectations for attainment in CLD.</p> <p>Children in FS2 will exceed the minimum expectations for progress in CLD.</p>

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	Purchase Ros Bayley speaking and listening resources for Foundation stage pupils. Targeted speaking and listening activities.	Children in FS1 will meet age expectations for attainment in CLD. Children in FS1 will exceed the minimum expectations for progress in CLD.
	CARL club intervention	Pupils will be using speaking and listening skill. Pupils will know traditional stories and nursery rhymes. Pre reading skills such as syllabic knowledge, rhythm and rhyme will be improved.
	Semantic Link staff training	Staff knowledge will be enhanced and pupil attainment and progress will be greater than 2017-18
Phonics G	Providing targeted precision teaching for phonics delivered by Inclusion Lead, Y1 and Y2 staff in the Spring and Summer 1 term.	More PP pupils will pass the Y1 phonic check than 2017-18. All Y2 PP pupils will pass the phonic check.
	Staff training in Phonics for new staff	More PP pupils will pass the Y1 phonic check than 2017-18. All Y2 PP pupils will pass the phonic check.

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<p style="text-align: center;">H</p> <p>Attainment in Literacy and Maths (closing the gap between all pupils and PP pupils)</p>	<p>INCLUSION lead to attend pupil progress meetings and co ordinate provision for PP pupils.</p>	<p>Educational progress for pupil premium pupils to be at least expected in all areas of curriculum.</p> <p>The gap in <u>attainment</u> in targeted areas is narrowed.</p> <p>All staff given appropriate advice and resources for effective classroom provision.</p>
	<p>Providing targeted literacy sessions using the ELS materials at a before school club on a twice weekly basis in the Spring and Summer terms.</p>	<p>Y1 children will be writing in clearer sentences with an improvement in spelling and sentence structure.</p>

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	Targeted Literacy and maths work. Special boxes and sparkly folders - Y1	Pupils will recognise more number symbols to 20. Pupils will recognise more Y1 hfw. Progress in reading will be greater.
	Providing before school interventions in each year group (based on needs of each year group) at dedicated times throughout the academic year.	Pupils will be at school ready to learn. The gap in <u>attainment</u> in targeted areas is narrowed.
	Providing additional opportunities to read one-to-one and in small groups, including with class teachers.	Children will be making at least expected progress in reading. Pupils will be closing the gap in attainment with all pupils.
	Spelling challenge	Writing in KS1 will include more correctly spelt common exception words.

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	<p>Purchasing a computer summative and formative assessment programme- 'Connecting steps' to provide small steps of work to ensure progress in Reading Writing and Maths.</p>	<p>Staff will be confident to set pupil targets that are small enough to be achieved.</p> <p>Staff will be setting pupil targets that are specific and appropriate to needs.</p> <p>Pupil Premium pupils with support plans will be making better than expected progress.</p> <p>Pupil Premium pupils with support plans will be closing the attainment gap with other pupils.</p>
	<p>Staff to be fully aware of long term expected level of attainment on Cornerstones tracking system when assessing pupils.</p> <p>Employing class teachers and teaching assistants to lead specific targeted interventions in response to termly assessment and tracking data for small groups /individual children</p>	<p>Staff expectations for the long term <u>attainment</u> of PP pupils will be higher.</p> <p>Aspirational attainment levels will be set for PP pupils.</p>

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	Purchase RWI reading scheme Staff training session	Pupils will be applying specific phonic decoding skills as well as recognising tricky high frequency words. Pupils assessed at beginning of Year 1 who are below expectations will follow the structured approach of RWI. Pupil Premium pupils with support plans will be making better than expected progress. Pupil Premium pupils with support plans will be closing the attainment gap with other pupils.
	Meet the standard Maths group Miss Phillips	Targeted children will reach at least the expected standard in maths.
	Educational Psychologist assessments	Barriers identified and strategies formulated to use with pupils.