

Pupil premium strategy statement: Cecil Gowing Infant School
 Academic Year: **2020-2021** Total Fund Allocated: £29,795 To be Reviewed June 2021

Possible Barrier	Item / Project	Cost (£)	Reasoning	Impact Evidence
Low speaking and listening skills on entry to school	<p>Whole school training to strengthen 'First Quality Teaching' with a focus on Speech and Language.</p> <p>Opportunities to include local feeder nurseries.</p>	<p>Training carried over from last year owing to COVID19.</p> <p>£1,800</p>	<p>This has been discussed at Westminster July 2018: Speech, Language & Communication is thought to be one of the most common disabilities amongst children: estimates vary from between 7 to 10% of children.² (What are Speech, Language and Communication Needs (SLCN)? Communication Trust, undated; Afasic, accessed 28 June 2018;) Research has indicated that children from a disadvantaged background are more likely to have communication issues: for instance, pupils entitled to free schools meals are 1.8 times more likely to be diagnosed with SLCN.³(The links between speech, language and communication needs and social disadvantage, APPG on Speech and Language Difficulties, February 2013)</p> <p>Furthermore, children with SLCN do not tend to perform as well as their peers in school: for instance, it has been calculated that in 2017 only 15% of pupils with SLCN achieved the expected standard in reading, writing and mathematics by the end of primary school – for other pupils, 61% achieved this rate.⁴(Bercow: Ten Years On, I CAN and the Royal College of Speech and Language Therapists, March 2018)</p>	<p>All staff will have increased knowledge and skills to support all children with their attention and listening, focus and pronunciation.</p> <p>Children will receive a good level of support before they enter Reception.</p>

Low speaking and listening skills on entry to school	Specialist TA in Reception	£5000	<p>Early identification and intervention to improve their understanding of vocabulary, use of language and pronunciation of sounds, including use of 'Wellcomm Toolkit' Language development at the age of two is a strong predictor of children's 'school readiness' at age four - as measured by their scores on baseline assessments covering language, reading, maths and writing (Roulstone et al, 2011.)</p> <p>Early speech, language and communication difficulties are a very significant predictor of later literacy difficulties (Snowling et al, 2010).</p> <p>Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond(Feinstein and Duckworth, 2006).</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 and parents will notice improvements.</p>
Attendance	Parent Support Adviser	£3,612	To strengthen relationships with families and highlight importance of good attendance plus provide support to improve attendance.	Attendance percentages will improve and families will understand the importance of regular attendance.
Low self - esteem and aspirations	Part funded TA in Reception	£5000	To provide extra opportunities to support the self- esteem of children. And	Staff and parents will notice improvements in children's attitudes and confidence, which will lead to improved academic performance.
Lack of experience and enrichment opportunities	Clubs for specific children	£400	Opportunities to try different experiences and learn new skills outside of school.	Children will enjoy different activities which will help to increase imagination and experiences.

Financial constraints	Trips	£500	Children are included in all trips without parents worrying about the cost.	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.
Attainment gap	Part funded Teaching Assistants and training to deliver Sound Discovery and FFT Wave 3 intervention.	£10,000	Research from the Sutton Trust and 'Making Best Use of Teaching Assistants 2015' evidences importance of standardised intervention and well trained TAs.	Progress and attainment of pupils and the gap between children eligible for PP and those not, closely tracked.
Attainment gap	SEND <ul style="list-style-type: none"> • SIDP target • Specialist support • Training 	£1,000	Providing specialist teachers to attend pupil progress meetings to suggest strategies to teachers will enable our Pupil Premium children with special needs to make greater progress.	Progress and attainment data and evidence in work.
Health and Well being	Outdoor learning opportunities	£500	Resources to enable playtimes to be as well- resourced as possible.	Health and well- being of all children including those who are disadvantaged will be improved.

Health and Well being	Lunchtimes staffed for well being Opportunities	£1983	COVID19 safety procedures mean children spend lunchtimes and breaktimes in 'bubbles'. Extra staff in place to provide support for children's wellbeing. (to play games and chat with children)	Children will be supported at breaktimes to enable good use of time and support for their wellbeing.
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