



Pupil premium strategy statement

School overview 2020-21

Metric	Data
School name	Cowling Community Primary School
Pupils in school	142
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£29,036 (awaiting update)
Academic year or years covered by statement	2020-21
Publish date	17 th September 2020
Review date	25 th October 2021
Statement authorised by	Sue Marshall (Headteacher)
Pupil premium lead	Mrs Kate Dawson (deputy head)
Governor lead	Donna Robinson

Y6 Disadvantaged pupil progress scores for last academic year – 2019 no 2020 results due to lockdown (2019 cohort 30% PP)s

Measure	Score
Reading	3.18
Writing	1.43
Maths	0.16

Measure	Score
Meeting expected standard at KS2 R,W,M	43%
Achieving high standard at KS2	14%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	PP pupils individual needs (including SEND) are met through bespoke interventions to narrow attainment gaps and accelerate progress, provided by skilled teachers and experienced teaching assistants with school day extended to before school learning sessions.
Priority 2	A commitment to ensuring all children have access to a rich and varied curriculum and experiences including clubs, activities, visits and music lessons. Documented in Pupil Premium Passports.

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Some of our PP children show low levels of confidence and self-esteem and have more complex additional individual needs, including SEND, EAL and social and emotional needs, which affect their learning and require additional support in school to accelerate progress. ● Lower involvement in clubs and activities, including visits and music lessons.
<p>Projected spending</p>	<p>£25,360</p>

Teaching priorities for current academic year 2019-20

Aim	Target	Target date
Progress in Reading	Target support Y5 and Y6 to narrow attainment gaps to sustain above average progress in reading Ks1 to Ks2.	Sept 22
Progress in Writing	Raise attainment in writing Y2 and target support Y3 and Y4 to narrow attainment gaps and sustain above average progress in writing Ks1 to KS2.	Sept 22
Progress in Mathematics	Sustain and increase positive maths progress score. Enable more children to achieve higher standard in Y6	Sept 22
Phonics	Sustain attainment at least at national standard.	Sept 22
Other	Sustain access to full curriculum for pupil premium children. Provide social and emotional pastoral support for vulnerable children. Work with SELFA	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity (Based on EEF research)
Priority 1	<p>Narrow attainment gaps in reading, writing and maths through extending school day by providing additional time for pupils with bespoke intervention (EEF gains +2 months), small group tuition (EEF gains +4) (Pathways to Progress writing intervention)</p> <p>KS1 work with Burley Woodhead English Hub to develop reading curriculum</p> <p>Build children's vocabulary (word power) enabling them to write more complex sentences through the use of Mighty Writer resource KS1 and as a writing intervention whole school. Progress in Writing resource purchased Autumn 2020</p> <p>Match reading scheme to Lexile ranges to ensure challenge and progression.</p> <p>Provide additional support to accelerate progress in reading</p> <p>Ensure new books matched to phonic phases KS1</p>

	Use Google Classroom to support learning for children unable to attend school.
Priority 2	Accelerate progress in maths through mastery CPD and resources (EEF gains +5 months) and discrete year group teaching (EEF +3 months) and extending school day. Deliver Mastery training Tas (EP) Deliver maths teaching to discrete year groups whole school.
Barriers to learning these priorities address	Lower attainment of some PP children CPD for staff to develop mastery approach Financial constraints
Projected spending	£29,802

Wider strategies for current academic year

Measure	Activity
Priority 1	Deploy catch up funding and support to accelerate progress and reduce any gap caused through lockdown.
Priority 2	Ensure all children have access to full curriculum eg sport, trips, visits, music lessons, swimming lessons, cycling activities, Outward Bound residential and their needs are met eg emotional support, school dinners, breakfast (SELFA) Laptops for pupils to enable to access online learning Documented in Pupil Premium Passports.
Barriers to learning these priorities address	Financial constraints of families. Emotional needs of carers. Limited opportunities and experiences. Limited reading opportunities.
Projected spending	£29,036 (plus English Hub grant for new phonic based books)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff given CPD to explore use of Mighty Writer as an intervention. Use of Progress in Writing resource for intervention	Staff meeting time and inhouse CPD with teaching assistants led by SM with shared good practice KS1.

Targeted support	Ensure mastery lead teacher has time to lead CPD across school.	School to provide supply cover for effective release
Wider strategies	Engaging all families to take up offers of support.	Continue to support all families and sustain strong relationships.

Review: last year's aims and outcomes

Aim	Outcome
Drive progress of PP pupils to raise attainment in reading, writing and maths.	PP children made significant progress in reading, writing and maths resulting in above average progress mean figures. (see above) Particular strengths in progress for children with significant needs and strong progress in reading and writing which is pleasing given focus in improvement plan.
Increase involvement in clubs and activities, including visits and music lessons.	In school tracking shows increased take up of pupils in after school clubs, music lessons, gardening.
Some of our PP children show low levels of confidence and self-esteem .	Strong attendance and positive attitudes to learning from children. 97% attendance developed due to effective emotional support provided by dedicated Tas trained by Compass Buzz enables provision of strong pastoral support resulting in good attendance, attainment and attitude to learning.