

Cowling Community Primary School Pupil premium strategy statement (primary)

1. Summary information					
School	Cowling Community Primary School				
Academic Year	2018-2019	Total PP budget	£25,360	Date of most recent PP Review	n/a
Total number of pupils	134	Number of pupils eligible for PP	9%	Date for next internal review of this strategy	Jan 2019

2. Current attainment (Based on July 2018 KS2 results)		
Please note in line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	*	School 80% (National 64%)
% making progress in reading (ARE)	*	School 80% (National 75%)
% making progress in writing (ARE)	*	School 80% (National 78%)
% making progress in maths (ARE)	*	School 80% (National 76%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some of our PP pupils have additional individual needs, including SEND, EAL and social and emotional needs, which requires additional support in school to support learning.
B.	The attainment of PP pupils (non SEND) in some cohorts is significantly below non PP pupils in reading, writing and maths.
C.	Low involvement in clubs and activities, including visits and music lessons.
D.	Some of our PP children show low levels of confidence and self-esteem .
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Some PP pupils would benefit from access to clubs and focused activities beyond school to promote positive social interactions and improve confidence and self-esteem.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>PP pupils individual needs (including SEND) are met through bespoke interventions provided by skilled teachers and experienced teaching assistants.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Termly Data from summative assessments • Daily classroom formative assessments • Pupil Progress Meetings • Lesson observation and work scrutiny • Pupil voice • Attendance records • Pupil Premium Passport records 	<p>Pupils report they are happy in school, believe they are working hard and making progress. Pupils with SEND achieve specific targets. Progress is reviewed half-termly in Pupil Progress meetings. Attendance and behaviour is good.</p>
B.	<p>The attainment of PP pupils (non-SEND) is in line with non PP pupils in reading, writing and maths.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Termly Data from summative assessments • Daily classroom formative assessments • Pupil Progress Meetings • Lesson observation and work scrutiny 	<p>Gap between PP (non SEND) and non-PP pupils is closed.</p>
C.	<p>PP children access a range of clubs and activities, including visits and music lessons.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Sports tracker • Attendance on trips and visits • Participation in music and extracurricular activities. 	<p>PP children access a range of clubs and activities, including visits and music lessons.</p>
D.	<p>PP children have raised self-esteem and confidence and self-esteem helping them have a positive attitude to school and learning.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • In school activities provided specifically aimed at strengths of children eg gardening. • Pupil Voice • Attendance • Participation in wider life of Cowling School through leadership opportunities. 	<p>PP children have raised self-esteem and confidence and self-esteem helping them have a positive attitude to school and learning.</p>
E.	<p>Some PP pupils access clubs and focused activities beyond school which promote positive social interactions and improves confidence and self-esteem.</p> <ul style="list-style-type: none"> • Evidence: • Contact with parents and carers signposting clubs and activities • Children attend SELFA activities. • Extended school day (attendance before school 1:1 and small group) 	<p>PP pupils access clubs and focused activities beyond school which promote positive social interactions and improves confidence and self-esteem.</p>

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils individual needs (including SEND) are met through bespoke interventions provided by skilled teachers and experienced teaching assistants.	Extended school day – bespoke before school 1:1 and small group intervention. Bespoke intervention provided by TA. Additional TA support provided to support learning and pastoral support.	EEF(Education Endowment Foundation) effective use of teaching assistants class teachers are guided by the 7 recommendations made by the EEF: Use TAs to deliver high-quality one-to-one and small group support using structured interventions. EEF Individualised Instruction, Reducing Class Size	Pupil Premium progress is reviewed half-termly and tracked using Target Tracker. Governor Data Team track attainment of Pupil Premium children.	RS	Half-termly
The attainment of PP pupils (non-SEND) is in line with non PP pupils in reading, writing and maths.	Arrange classes to ensure maximum teacher to child ratio for classes with high number of PP children. CPD Science for teachers to ensure QFT in subject. Mastery Maths taught to discrete year groups KS1 and KS2. Tables Rockstars Active Learn Handwriting Resource	EEF Research (Teaching and Learning Toolkit)	Pupil Premium progress is reviewed half-termly and tracked using Target Tracker. Governor Data Team track attainment of Pupil Premium children.	RS	Half-termly
Total budgeted cost					£32,712.50

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Greater engagement in clubs and activities, including visits and music lessons.	Contact parents, subsidise places where necessary. Ensure families are aware of free music lessons for PP pupils offered by NYCC.	A belief that all children should have access to a rich and varied curriculum and experiences.	Kobota Tracking. Strong relationships between teachers and pupils to promote dialogue.	SM	Termly
PP children have raised self-esteem and confidence helping them have a positive attitude to school and learning.	Establish gardening activities to build on interest and strengths. Fund seeds, gro-bags etc Breakfast supplies to ensure children are ready to learn.	Maslows's hierarchy of needs clearly shows that children who feel emotionally safe and secure, have their needs met are in a better position to learn.	Pupil Voice Tracking	SM	Termly
Accelerate progress through additional TA support both in classroom and extend school day (before school).	Additional TA support both in classroom and extend school day (before school) to narrow gaps and provide emotional support. Use of TA to release teachers to support individuals and small groups.	EEF effective use of teaching assistants class teachers are guided by the 7 recommendations made by the EEF: 1. TAs should not be used as an informal teaching resource for low-attaining pupils. 2. TAs to add value to what teachers do, not replace them. 3. Use TAs to help pupils develop independent learning skills and manage their own learning. 4. Ensure TAs are fully prepared for their role in the classroom. 5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions. 6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.	Tracking Observations Learning Walks	RS	Half-termly

Some PP pupils access clubs and focused activities beyond school which promote positive social interactions and improves confidence and self-esteem.	Provide parents with fliers and contact details for SELFA and similar clubs and organisations operating beyond school hours. Fund targeted pupils to attend. Ensure PP are able to access the Outward Bound Residential.	EEF Toolkit Social and Emotional Learning.	SELFA reports. Pupil Voice.		
Total budgeted cost					Koboca £249 Trips £2,000 Breakfast £200 £2,249 +TA costs above
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>B The attainment of some PP is significantly below non PP pupils in reading, writing and maths and requires additional support.</p> <p>High ability PP achieve scaled score of 110+ in reading, SPAG and maths. (According to individual strengths)</p>	<p>Precision Teaching Experienced teachers and TAs lead daily intervention on key areas of need. Bespoke. Small Group Tuition. Extended school day. Deploy experienced teaching assistants to lead 1:1 and group tuition for targeted pupils across KS1 and KS2. Small group LAC Support Provide 5 hours reading, writing and maths. Bespoke. Active Learn Online reading and maths resources (especially boys) Maths Through Sport Engaging cross curricular initiative designed to raise attainment and accelerate progress (especially boys) English Consultant Working with consultant to redesign. English planning to motivate and engage pupils to write. Feedback to pupils Redesigned marking policy encourages pupils to take responsibility for identifying errors and finding corrections, not settling for first attempt. This approach supports collaborative learning through peer assessment. The quality of feedback across school is monitored. Promote Positive Mindset Encourage all pupils to develop a positive attitude to learning (8 steps to success), to persevere and develop resilience. Maths Mastery Learning Teachers employ mastery learning techniques ensuring the ability of pupils to learn is never underestimated and more able pupils are provided with opportunities to apply their learning in a range of contexts showing greater understanding. Purchase Singapore text books.</p>	<p>Note: Small cohorts of PP of mixed ability across school and with varying degrees of need.</p> <p>In some cohorts there is no gap between PP (non SEN) and their peers.</p> <p>One PP pupil made accelerated progress from KS1 to KS2 achieving higher standard in Maths. Another PP pupil achieved higher standard in SPAG.</p> <p>Another PP pupil who had no KS1 scores made accelerated progress during time at Cowling and while not achieving expected achieved strong scaled scores, R 96, M 98 and SPAG 99.</p> <hr/> <p>All children (SEND) have made progress from their starting points even though not all have achieved end of year expectations.</p> <hr/> <p>Barriers to learning (outside school) impacted on some pupils and not all the whole cohort of PP children achieved expected.</p> <hr/> <p>Writing remains a difficulty for some male PP pupils and remains a focus of SIP.</p>	<p>We will continue to address barriers to learning,</p> <p>We will continue to focus on delivering high quality teaching to promote writing.</p> <p>Continue with:</p> <ul style="list-style-type: none"> • Precision Teaching • Extended school day. • Bespoke support. • Deploy experienced teaching assistants to lead 1:1 and group tuition for targeted pupils across KS1 and KS2. • Small group LAC Support • Active Learn • Online reading and maths resources (especially boys) • Engaging cross curricular initiative designed to raise attainment and accelerate progress (especially boys) • Feedback to pupils – adapt to verbal feedback. • Promote Positive Mindset • Encourage all pupils to develop a positive attitude to learning (8 steps to success), to persevere and develop resilience. • Maths Mastery Learning • Teachers employ mastery learning techniques ensuring the ability of pupils to learn is never underestimated and more able pupils are provided with opportunities to apply their learning in a range of contexts showing greater understanding. 	<p>£37,595</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Some pupils in have high levels of individual needs including SEND which requires additional support in school.</p> <p>C The quality of work and learning environment outside of school for some PP pupils is not as great as non PP pupils. This slows progress. School is attempting to remove this barrier with support outside of school hours.</p>	<p>Bespoke programme of intervention Strong pastoral support for home and pupil.</p> <p>Extended school day. Pastoral support. Intervention</p>	<p>All children (SEND) made progress from their starting points even though not all have achieved end of year expectations.</p> <hr/> <p>Barriers to learning (outside school) impacted on some pupils and not all the whole cohort of PP children achieved expected.</p> <p>Attendance significantly improved.</p>	<p>Continue.</p>	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk

Review of PP expenditure 2017-2018	Cost (including approx. on costs)	End of Year Impact
<p>The attainment of some PP is significantly below non PP pupils in reading, writing and maths and requires additional support.</p> <ul style="list-style-type: none"> • TA interventions to support groups (Precision teaching) • TA support extended school day 1:1 • Active learn resources 	<p>2.5 hours X 5 days X 39 weeks = £4387.50</p> <p>1 hours X 5 days X 39 weeks = £1,755</p> <p>£1,000</p>	<p>Note: Small cohorts of PP of mixed ability across school and with varying degrees of need.</p> <p>In some cohorts there is no gap between PP (non SEN) and their peers.</p> <p>One PP pupil made accelerated progress from KS1 to KS2 achieving higher standard in Maths. Another PP pupil achieved higher standard in SPAG.</p>
<p>High ability PP achieve scaled score of 110+ in reading, SPAG and maths. (According to individual strengths)</p> <ul style="list-style-type: none"> • HLTA support to release class teacher to work with groups. • SPAG Resources 	<p>2.5 hours X 5 days X 39 weeks = £4,387.50</p> <p>£500</p>	<p>Another PP pupil who had no KS1 scores made accelerated progress during time at Cowling and while not achieving expected achieved strong scaled scores, R 96, M 98 and SPAG 99.</p>
<p>Some pupils have high levels of individual needs including SEND which requires additional support in school.</p> <ul style="list-style-type: none"> • TA provide pastoral support • TA provide intervention • Access to SELFA 	<p>2.5 hours X 5 days X 39 weeks X 7 staff = £30,712.50</p>	<p>All children (SEND) have made progress from their starting points even though not all have achieved end of year expectations.</p>
<p>The quality of work and learning environment outside of school for some PP pupils is not as great as non PP pupils. This slows progress. School is attempting to remove this barrier with support outside of school hours.</p> <ul style="list-style-type: none"> • TA support extended school day 1:1 	<p>1 hours X 5 days X 39 weeks = £1,755</p>	<p>Barriers to learning (outside school) impacted on some pupils and not all the whole cohort of PP children achieved expected.</p>
<p>Subsidies Access to full curriculum – eg swimming Trips and extra curricular activities</p>	<p>£2,000</p>	<p>Writing remains a difficulty for some male PP pupils and remains a focus of SIP.</p>