



Cowling Community Primary School
Supporting Excellence In Education



Pupil Premium Report.

The Pupil Premium is additional DfE funding for schools in England for pupils who are either in receipt of Free School Meals (£1,320) or are a Looked After Child (£1,900). Nationally these children can be vulnerable to lower attainment and the aim of the funding is to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. It is for schools to decide how Pupil Premium funding is spent according to the needs of their pupils.

At Cowling we strive to ensure:

We provide quality first teaching and learning opportunities which meet the need of all our pupils.

We recognise that not all pupils who are registered for Free School Meals or who are Looked After children are disadvantaged.

Funding is allocated following analysis to identify priority areas. (See strategy statement below).

Schools receive £1,320 for Free School Meals pupils in Reception to Y6 and £1,900 for any pupil identified as a Looked After Child in the January census. Looked after children are those children who have been adopted, subject to a special guardianship order, a child arrangements order (previously known as a residence order) or who has been in local-authority care for 1 day or more.

Parents and Carers who think their child might qualify for Pupil Premium funding are asked to contact the headteacher for more information.



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Pupil premium strategy statement (Cowling Community Primary School)

1. Summary information					
School	Cowling Community Primary School				
Academic Year	2017-2018	Total PP budget	£24,180	Date of most recent PP Review	March 2017
Total number of pupils	132	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Jan 2018

2. Current attainment (based on July 2017 KS2 Results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<div style="border: 1px solid red; padding: 5px; margin-bottom: 5px;"> <u>Please note in line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of</u> </div> % achieving the expected standard or above in reading, writing and maths		84% (61%)
% making at least the expected progress in reading		89% (71%)
% making at least the expected progress progress in writing		84% (76%)
% making at least the expected progress progress in maths		89% (75%)



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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.	Pupils have high levels of individual needs including SEND and multiple barriers to learning which require additional support in school.	
B.	The attainment of PP pupils in some cohorts is significantly below non PP pupils in reading, writing and maths.	
C.	The quality of work and learning environment outside of school for PP pupils in some areas is not as beneficial for learning as non PP pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance is an issue for a minority of PP pupils. This reduces their school hours and causes pupils to fall behind on average.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils with SEND and barriers to learning make accelerated progress as shown through half-termly assessment. High ability PP achieve scaled score of 110+ in reading, SPAG and maths. (According to individual strengths)	PP SEND pupils and pupils with barriers to learning are able to apply their skills more independently within class. Pupils with high prior attainment achieve a scaled score of 110+.
B.	Attainment gap for non SEND PP pupils in reading, writing and maths is closed as shown through half-termly assessment.	Pupils eligible for PP (non SEND) are tracked half-termly and interventions ensure pupils make rapid progress and at least meet age related expectations by the end of the academic year.
C.	Quality of PP homework is in line with non PP pupils	Work produced is in line with their abilities.
D.	Attendance improves and is tracked using SIMS.	SIMS shows attendance has improved for PP pupils.



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5. Planned expenditure					
Academic year	2017/2018				
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?
<p>Attainment gap for non SEND PP pupils is closed as shown through half-termly assessment.</p> <p>PP pupils with SEND make accelerated progress as shown through half-termly assessment.</p> <p>Quality of PP homework is in line with non PP pupils.</p> <p>High ability PP achieve scaled score of 110+ in SATS</p>	<p>Precision Teaching Experienced teachers and TAs lead daily intervention on key areas of need. Bespoke.</p> <p>English Consultant CPD Working with consultant to redesign English planning to motivate and engage pupils to write.</p> <p>CPD - YPO</p> <p>Small Group Tuition 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.</p> <p>Active Learn Online reading and maths resources (especially boys)</p>	<p>We want to ensure all our pupils fulfil their potential. We want to provide rapid intervention where necessary and also ensure quality first teaching meets the needs of pupils of all abilities.</p> <p>At Cowling quality first teaching is provided by both teachers and teaching assistants. Quality CPD ensures teachers at all levels keep up to date and have a wide range of strategies to support pupils.</p> <p>The EEF Toolkit has been used to identify actions with proven moderate and high impact which will be of benefit to the individual learning needs of our PP pupils.</p> <p>Evidence of rising standards through use of planning methodology used by English consultant.</p> <p>We aim to provide resources to motivate and engage pupils. Reading online is an effective way of motivating children (particularly boys).</p>	<p>Half-termly assessment of all PP pupils.</p> <p>Work Scrutiny</p> <p>Lesson Observations</p> <p>Reports to Governors (Raising Attainment team).</p> <p>PP progress is a focus of SIP.</p> <p>Impact of interventions is tracked before and at end of each intervention.</p>	KD	Jan 2018



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	<p>Maths Through Sport Engaging cross curricular initiative designed to raise attainment and accelerate progress (especially boys)</p> <p>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.</p> <p>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>We wish to pursue cross curricular opportunities to enable pupils to apply their learning in different contexts.</p> <p>We want our pupils to be active participants in their learning. Our marking policy ensures children reflect on their work and find out how to improve both under teacher guidance, through peer and self-assessment.</p> <p>White Rose Maths Hub provides evidence of improved attainment for pupils using Singapore techniques in maths.</p>			
<p>Promote Positive Mindset Encourage all pupils to develop a positive attitude to learning (8 steps to success), to persevere and develop resilience.</p>	<p>8 steps to success Display/assembly/reference whole school</p>	<p>We want to raise the self-esteem and aspiration of all our pupils.</p>	<p>Pupil Voice interviews.</p>	<p>SM</p>	<p>Jan 2018</p>
Total budgeted cost					<p>£12,600</p>



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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?
Support families and raise pupil attainment. In reading, writing and maths.	<p>Extended School Day – before school early morning tutoring.</p> <p>Provision of IT support for home learning.</p> <p>Work with Educational Psychologist.</p>	<p>The quality of work and learning environment outside of school for some PP pupils is not as conducive to learning as non PP pupils. This slows progress. School is attempting to remove this barrier with support outside of school hours and resources.</p> <p>Some of our pupils are vulnerable learners and require additional support from highly skilled experienced teaching assistants to support their learning. EEF shows 1:1 tuition to have moderate impact.</p> <p>By pairing pupils with skilled staff there is also an opportunity to provide social and emotional support to PP pupils.</p> <p>Individualised program of support for pupils with social and emotional learning needs as identified by the Educational Psychologist.</p> <p>Discussion with families relating to learning needs.</p>	<p>Monitor impact through half-termly assessments.</p> <p>Discuss impact with pupils and families.</p> <p>Educational Psychologist reports.</p>	KD	Jan 2018
Attendance for minority of PP pupils improves ensuring there is no gap with peers.	<p>Establish good relations with parents and carers.</p> <p>Review attendance policy.</p> <p>Refer to Prevent.</p>	<p>Strong home school links provide the best opportunity for a child to learn.</p>	<p>Half-termly monitoring and prompt intervention.</p>	SM	Jan 2018



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<p>Some pupils have high levels of individual needs including SEND which requires additional support in school.</p>	<p>Precision Teaching Experienced teachers and TAs lead daily intervention on key areas of need. Bespoke.</p> <p>Small Group Tuition 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.</p> <p>External Support (Educational Psychologist) Project Compass Emotional well-being.</p>	<p>We want to provide the best possible opportunity for our PP pupils to achieve. Skilled teachers at all levels provide targeted support on areas of need. The support is highly responsive.</p>	<p>Half-termly monitoring and prompt intervention. Pupil Voice</p>	<p>SM</p>	<p>Jan 2018</p>
					<p align="right">Total budgeted cost £11,580</p>



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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?
Raise the attainment of PP to remove any gap with non PP pupils.	<p>Curriculum Enrichment Help fund places to ensure PP children have access to full range of educational by ringfencing PP funding experiences. Boost pupil's self-esteem through experiences such as Outward Bound residential.</p> <p>Governor Data Team: Governor tracking of PP pupils: two named governors (JB) have oversight of pupil premium funding allocation and progress of pupils.</p> <p>Half-termly Tracking: Track PP pupils every half-term with progress monitored by deputy head KD. (feedback to teachers through pupil progress meetings and governors through FGB)</p> <p>Performance Management: Importance of tracking pupil premium pupils is part of performance management for all staff.</p> <p>School Improvement Plan: Progress of PP children is a focus in SIP.</p>	<p>We want all our children to enjoy their primary education. We want all children to have access to the whole school curriculum, We aim to inspire our children to want to find out more and prepare them well for their next stage of learning.</p> <p>Governors are part of the school's leadership team. We want them to play an active role and to be able to support and challenge as appropriate enabling the SLT to reflect on actions.</p> <p>There is a whole school focus on the attainment of PP pupils and a commitment to removing barriers to learning.</p>	<p>Foster good relations with families ensuring support is provided where needed.</p> <p>Pupil Voice interviews.</p> <p>Data meetings each term.</p> <p>Pupil Progress Meetings</p>	SM	Jan 2018
Total budgeted cost					£2,000
Total = Quality teaching+ Targeted support+ Other approaches					£26,180



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6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Raise SPAG outcomes	Help fund resources for specific PP areas of need: Lend Me Your Literacy web initiative and CPD training days (grammar and using apps as a stimulus for writing). Nelson Grammar Resources	Standards in SPAG rose whole school. % achieving expected standard or above: Y2 85% Y6 78% (nat 72%)	Very successful whole school resource which will be continued next academic year.	£2,000



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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>Close attainment gap between PP (non SEND) and non PP pupils.</p> <p>Accelerate progress for PP pupils.</p>	<p>Employ teaching assistants to lead 1:1 and group tuition for targeted students across KS1 and KS2.</p> <p>Provide 10 hours 1:1 support for pupil reading, writing and maths.</p> <p>Provide 17 hours 1:1 support for pupil to support reading, writing and maths.</p> <p>Provide before school morning maths, reading and writing club starting at 8.30am.</p>	<p>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.</p> <p>All children in intervention groups made accelerated progress and reached secure end of year expectations.</p> <p>Some Pupil Premium children had additional SEND learning needs which affected data.</p> <p>KS2 Maths is above national KS1 Maths is in line with national.</p>	<p>2017-18 SIP will focus on developing writing at KS1</p> <p>Initiatives have proven impact and will continue.</p>	<p>£25,462</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
<p>Help fund places to ensure PP children have access to full range of educational by ringfencing PP funding experiences</p>	<p>Build good relationships with families and contact to ensure all pupils have access to full curriculum eg Residentials Swimming lessons After School Clubs – STEM Lego Club, fencing Music exams (accordion)</p>	<p>100% attended all activities</p>	<p>Will continue 2017-18</p>	<p>£2,000</p>



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