



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.



Pupil premium strategy statement: Cowling Community Primary School

1. Summary information					
School	<u>Cowling Community Primary School</u>				
Academic Year	2016/17	Total PP budget	£30,440	Date of most recent PP Review	n/a
Total number of pupils	140	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Jan 2017
2. Current Y6 attainment 2016					
Context: Our Y6 PP was a very small cohort with varying degrees of SEND		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% working at age related expectations in reading reading, writing and maths		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.		53%	
% working at age related expectations in reading				66%	
% working at age related expectations in writing				74%	
% working at age related expectations in maths				70%	

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3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Pupils have high levels of individual needs including SEND which requires 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.
D.	Ensure high ability PP (achieve scaled score of 110+ reading, SPAG and maths. (According to individual strengths)

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance is an issue for a minority of PP pupils. This reduces their school hours and causes pupils to fall behind on average.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment gap for non SEND PP pupils is closed as shown through half-termly assessment.	Pupils eligible for PP (non SEND) in make rapid progress by the end of the year and meet age related expectations.
B.	PP pupils with SEND make accelerated progress in as shown through half-termly assessment.	PP SEND pupils are able to apply their skills more independently within class.
C.	Quality of PP homework is in line with non PP pupils	Work produced is in line with their abilities.
D.	High ability PP achieve scaled score of 110+ in reading, SPAG and maths. (According to individual strengths)	Scaled score 110+ achieved.
E.	Attendance for minority of PP pupils improves ensuring there is no gap with peers.	No attendance gap between PP and non PP

5. Planned expenditure

Academic year

2016/17

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>A. Some pupils in have high levels of individual needs including SEND which requires additional support in school.</p> <p>B The attainment of some PP is significantly below non PP pupils in reading, writing and maths.</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.</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.</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.</p> <p>Provide smaller class sizes for English and Maths. Re-organise staff to establish additional class providing 6 morning classes for English and Maths.</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</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. We believe many of these strategies will also benefit our non PP pupils such as feedback, mindset and mastery.</p>	<p>Half-termly assessment of all PP pupils.</p> <p>Termly monitoring of teaching and learning.</p> <p>Reports to Governors (Raising Attainment team).</p> <p>PP progress is focus of half-termly pupil progress meeting.</p> <p>PP progress is a focus of SIP.</p>	KD	Jan 2017

	<p>supports collaborative learning through peer assessment. The quality of feedback across school is monitored.</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>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>				
Total budgeted cost					£21,709

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?
<p>A. Some pupils have high levels of individual needs including SEND which requires additional support in school.</p> <p>B The attainment of some PP pupils is significantly below non PP pupils in reading, writing and maths.</p> <p>C 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.</p>	<p>Extended School Day</p> <p>1:1 LAC Support Provide 17 hours 1:1 support for LAC pupil to support reading, writing and maths. Support Social and Emotional aspects of learning. Additional TA also provided KS2.</p> <p>Small group LAC Support Provide 5 hours reading, writing and maths.</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>Monitor impact through half-termly assessments.</p> <p>Discuss impact with pupils.</p> <p>Educational Psychologist reports.</p>	class teachers	Jun 2017
Total budgeted cost					£10,049

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?
<p>B The attainment of some PP pupils is significantly below non PP pupils in reading, writing and maths.</p>	<p>Resources Help fund resources for specific PP areas of need: Singapore Maths Books Active Learn (online reading and maths)</p> <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>White Rose Maths Hub provides evidence of improved attainment for pupils using Singapore techniques in maths.</p> <p>Pupil Voice analysis indicates when pupils have raised self-esteem their attendance, attainment and behaviour improves.</p> <p>Through the data team and monitoring of SIP Governors are able to ask challenging questions of SLT ensuring needs of PP pupils are high priority.</p> <p>Tracking and Performance Management ensures needs of PP are high priority with class teachers and SLT.</p>	<p>Half-termly assessment of PP pupils and termly assessment of non-PP pupils will monitor impact of resources.</p> <p>Governors will conduct pupil voice interviews.</p> <p>Termly dates scheduled for Governor data team meetings.</p>	<p>SM</p>	<p>Termly</p>
Total budgeted cost					<p>£3,366</p>

6. Review of expenditure				
Previous Academic Year 2015-2016				
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	<p>Help fund resources for specific PP areas of need: Lend Me Your Literacy web initiative and training days (grammar and using apps as a stimulus for writing). Nelson Grammar Resources</p> <p>Data Team: Raising Achievement Group Governor tracking of PP pupils: two named governors (JB) have oversight of pupil premium funding allocation and progress of pupils.</p> <p>Importance of tracking pupil premium pupils is part of performance management for all staff.</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>Governors are informed and able to challenge SLT They are able to talk to PP pupils about their learning.</p> <p>Assessment is an integral part of teaching and learning. Assessment drives lesson planning with teachers responding to pupil need. Intervention is provided daily in response to formative assessment.</p>	<p>Very successful whole school resource which will be continued next academic year.</p> <p>The Raising Attainment Governor team will continue –with new governors receiving training.</p> <p>Tracking termly for non PP and half-termly for PP.</p>	£1,540

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 additional experienced teacher to deliver booster sessions small group and 1:1 support in Spring term.</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>The tutor delivers consistently high quality intervention as shown through monitoring and Maths was a focus and results have shown “remarkable impact” for 60% of pupils, accelerating progress to between 4 and 6 months. The remaining 40% of pupils all made gains described as “useful”.</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>Maths is a focus for SIP 2016 2017.</p>	<p>2016 SIP will focus on developing positive mindset with the aim of building resilience within vulnerable pupils.</p> <p>Tutor will continue.</p>	£25,462

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
Help fund places to ensure PP children have access to full range of educational by ringfencing PP funding experiences	Ensure all pupils have access to full curriculum eg Residentials Swimming lessons After School Clubs – STEM Lego Club, fencing Music exams (accordion)	100% attended all activities	Will continue 2016-17	£2,000

7. Additional detail

Numbers of Pupil Premium children at Cowling are very small compared to national figures and consequently context and learning needs of each individual child must be taken into account when analysing data.