

Cogenhoe Primary School
IMPACT OF PUPIL PREMIUM SPENDING
ANNUAL REPORT TO PARENTS AND CARERS SEPT 2016–AUG 2017

The Pupil Premium was introduced in April 2011 to tackle ‘educational inequality’ by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals and children who are in care. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

In 2016-2017 our school budget included a total Pupil and Service Premium of final spending £35,345.08

This report provides parents with a summary of the impact the Pupil Premium has had at Cogenhoe Primary School.

Actions Taken Target pupil group	Allocated funding	Impact on learning outcomes (to July 2017)
<p><u>Fund and implement additional Quality First Teaching and targeted intervention groups</u></p> <p>Employ one Pupil Premium Target intervention Teacher to facilitate an extra teaching set in Year 6 for four mornings a week and provide targeted interventions across the school for four afternoons a week, based upon 2015-16 data (provisionally for September Y3 reading, Y2, Y4 and Y6 writing, – July 2016)</p> <p>Cover provided for teachers in years 2 - 4 in the afternoons, in order to support PP children in small target intervention groups out of class, directly linked to their PP Profile termly targets.</p> <p>Maths Specialist Teacher used to target PP children in year 5 and 6 and enable teacher to work with PP in smaller groups in class.</p>	<p>Allocated funding £29,460.00</p> <p>Intervention CT salary allocation £30,968</p> <p>TA intervention salary allocation £2210.88</p> <p>Laptop for PP teacher £260</p>	<p>Early Years</p> <p>25% (4 ch including 1 PP and SEN) of vulnerable pupils achieved GLD this year. 75% of Pupil Premium children left foundation at expected in maths, 50% left at expected in reading and 25% left at expected in writing. Vulnerable pupils have been identified early and received targeted interventions in communication and language, writing and number.</p> <p>77% of all children left Foundation Stage with a good level of development, which matches last year and is above the national level.</p> <p>Phonics Screening</p> <p>The proportion of pupils eligible for Pupil Premium passing their Phonics Screening in Year 1 has risen from 75% to 90%. The gap between disadvantaged and other pupils has narrowed - 93% pass rate for whole cohort met the target set at the start of the year.</p> <p>100 % of children left KST1 having successfully passed the KST1 screening test including SEN child.</p>

Target Intervention Teacher and TAs to support PP children in year 1, 2 and 3 for 30 mins 4 times a week in small targeted phonic groups.

Staffing or resources to target **EYPP children** in the areas of **Communication and Language, Literacy** and any other areas where there are gaps in Baseline attainment. Use performance management to ensure that ALL adults in Early Years to have high expectations of ALL children.

Ongoing training and top up sessions are provided for TAs across the school in order to deliver our highly successful 'Switch on Reading' program PP access unlimited 10 week cycles according to tracked reading data and progress scores.

Provide Learning or Nurture Mentors for PP and vulnerable children.

Y1 PPF children to have a designated Learning Mentor to aid transition to KS1. **Designated Learning/Nurture Mentor** to allocate time to identified PPF children in **KS2**.

Cover for staff to take part in 3 x year 'Vulnerable Learner' PP with SEN pupil progress meetings where an overview of progress / support can be gained.

Reading Intervention

All PP children are making more than 8 months progress in a 10 week cycle intervention. RWINC is highly effective impacting on 4 PP children and they are applying their reading skills in work across the curriculum – evidenced in books. PIRA scores demonstrate children are making expected progress in speed reading, vocabulary understanding and in retrieval questioning –the focus now in on inference.

Key Stage One Attainment

100% of pupil premium children who left Reception at exceeding, left KS1 working at the Greater Depth standard at the end of year 2 in Reading, Writing and Maths.

50% of pupil premium children left KS1 working at the expected standard in Reading, Writing and Maths.

25% of pupil premium children made accelerated progress from their Reception starting point by the end of KS1, which is above last year.

Key Stage Two Attainment

50% of pupil premium children left KS2 working at the expected standard in Reading.

50% of pupil premium children left KS2 working at the expected standard or above in Writing.

50% of pupil premium children left KS2 working at the expected standard in all subject areas combined

25% of pupil premium children made accelerated progress from KST1 by the end of KST2, which is above last year. The gap between the Pupil Premium child and non-pupil premium child is narrowing.

		<p>Complex Needs The school now has a Complex Needs Team which meets regularly to review the barriers to learning of the most vulnerable children. The SEN, PP Intervention teacher and Head Teacher meet regularly to complete an ongoing self-evaluation program, which is shared with governors 3 times a year and is discussed at weekly SLT meetings.</p>
<p><u>Enrichment</u></p> <p>Finance part or all of educational visits, residential and extra-curricular clubs to give targeted group access to more clubs, school, visits and activities. For PP children we will partially fund every school trip over £10, including residential in 5 and 6. The actual amount depends on the type of PP funding and family circumstances.</p> <p>After School Clubs - We will part fund 1 club a term according to need. This will ensure that finances are not a barrier to learning new skills.</p> <p>Short term access to breakfast club and afterschool club can be provided in order to support punctual attendance to school</p> <p>Enrichment experience to support the curriculum. PP children are allocated first place choice to attend in-house enrichment experiences.</p>	<p>£280 Pantomime</p> <p>Zumba £20</p> <p>After school club fees £99</p> <p>Hotshots Basketball coaching £24</p> <p>Kings Heath Academy LAC £1900 credit</p>	<p>Termly tracking of PP club attendance, 121 interviews with pupils and personal invites to parents through structured conversations, ensured that 90% of our PP children attended an enrichment club each term. Clubs have been specifically set up to ensure that the PP enrichment gaps and interests are met.</p> <p>All of pupils eligible for Pupil Premium in KS2 attended one of our school residential experiences this year.</p> <p>Ongoing case studies and Pupil Profiles kept on PP children confirm they are well-supported pastorally, emotionally and gaps are closed through the provision of life enrichment experiences where ever possible and needed.</p>

Improve Home-School Partnership.

Every PP child has an individual **PP profile sheet**, which is shared with parent during **structured conversations** 3s time a year. All pastoral needs are identified and parents are provided with strategies to manage behaviors at home, such as bed times, and sign posted to support for issues such as mental health and school attendance.

Voucher are available for The Schoolwear shop to support purchase cost of **school uniform**.

All parents/ careers of PP children are personal invited to attend workshops, information evenings and work with your child in school sessions e.g book and a biscuit, Book Talk sessions and creative days.

Uniform

£30

Cool Milk

£629.42

Parent Drop-in sessions support vulnerable families and sessions are set up in order to support the ongoing needs of the PP child.

All PP parents have attended the KST1 or 2 workshops provided this year and been provided with a 121 follow up, power point and support pack if needed. All PP parents have attended Family Learning Sessions in order to support their own learning of reading, phonics and to support their children in Maths in both Key Stages.

Questionnaire feedback and parent comment book feedback confirms that parents feel supported and have been given strategies to manage behaviors and routines at home, and are signposted to support for issues such as alcoholism, drug misuse, domestic abuse, debt difficulties, etc. Internal tracking shows that some families now no longer need additional school support as they have become self-supporting.

Improved behavior and attendance of targeted children has contributed to improvement in attainment as above.