

### Cogenhoe Primary Pupil Premium Strategy 2017-2018

The Pupil Premium Fund (PPF) is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and other pupils. From April 2017 funding was calculated on the basis of £1320 for each pupil who is eligible for free school meals or who has been eligible for free school meals in the past six years. For looked after children in care for more than six months or those previously in care but now adopted or subject to SGO's this amount rises to £1900. There is a related Service premium of £300 for children of families in the armed services.

The funding is provided to schools, which then decide how best to spend this according to local needs.

<p><b>Academic Year</b> – 2017 /2018 - a summary of how we are using this funding to overcome barriers to educational achievement and to support our pupils' learning. (Note: Information related to individual pupils remains confidential).</p>	<p>Pupil Premium Funding 2017-2018          Brought forward balance from 2016/17financial Year =<b>£14,730</b>          17/18 Pupil Premium allocation total = <b>£28,880</b>  <b>Total = £43,610</b></p>
<p><b>Total Number of Pupils - 197</b></p>	<p>Proposed internal review of this strategy July 2018</p>
<p>Number of pupils eligible for Pupil Premium (including SSG) – Ch 14 ( 7.1%)          Pupil Premium - Ch12 ( 6%) SSG –Ch 2 (1%)          3 new E6 children added funded expected in 2018/19</p>	<p><b>Desired Impact/Outcomes</b>          By targeting resources at reducing barriers to educational achievement we aim to close gaps between Pupil Premium and non-Pupil Premium within school and match non-Pupil Premium children nationally in</p> <ul style="list-style-type: none"> <li>• % achieving GLD in Reception</li> <li>• % passing Phonics Screening in Year 1</li> <li>• % achieving Expected Standard in reading, writing and maths in Key Stage 1</li> <li>• % achieving GD in reading, writing, GPS and maths in Key Stage 2</li> </ul> <p>We hope to improve levels of pupil engagement and rates of pupil progress therefore leading to greater attainment over time, including matching % achieving Greater Depth nationally.</p>

## **Barriers to future learning**

### **In School Barriers**

1. To ensure greater proportions of PP children continue to make accelerated progress in Maths and English and their learning impacts upon their understanding of the wider curriculum.
  - Use of funding to support smaller classes in certain year groups to target children proficiently.
  - Specialist Maths / English groups to target children effectively to ensure greater progress.
  - Additional training for Teachers and TAs to deliver key interventions to pupil premium children, so that they make accelerated progress.
  - Parental workshops and information letters to support and encourage further learning at home.
  - Parental structured conversation meetings to ensure the individual needs of the whole child are identified and met.
  - Regular monitoring of progress, throughout the year, to target children more effectively. Staff Pupil Progress meetings three times a year to ensure children are being targeted.
  - Case studies used effectively to monitor accelerated learning and the closing of gaps in learning.

### **External Barriers**

1. To ensure all PP children have access to new and exciting texts to support their love of reading both at home and throughout the school day.
  - Training for parents in the form of 1:1 support and participation in read around school sessions at the end of the school day.
  - Funding is used to ensure all PP children have two books from the school's reading spine to take home in order to ensure they have pre reading experiences.
  - PP children have access to new texts from the Learning Resources for Education Schools Library Service.
  - PP children are allocated slots in the planned reading for pleasure areas and use the Non-Fiction reading class areas to support their learning across the curriculum. PP children in Early Years have access to Story Sacks loaned from the Schools Library Service.
  - Switch on Reading to provide decoding skills for PP children.
  - Targeted interventions for phonics, to provide children with key reading skills.
  - Assessment for learning through the implementation of a whole school assessment programme - PIRA and Target Tracker.
  - Reading questionnaire used to measure attitudes towards reading for PP children.
  - PP children to be profile children within the Talk for Writing and Book Talk sessions.
  - Reading Dog Programme used to target PP reading confidence and enjoyment. Online Reading Bugs and Reading Eggs Programme to be investigated.

<p>2. Engagement and attitudes to learning improve.</p> <ul style="list-style-type: none"> <li>• Use of funding to support smaller classes in certain year groups.</li> <li>• Staff training to ensure PP children are targeted effectively throughout the school and are therefore engaged.</li> <li>• Nurture Mentors to be allocated to key PP children to ensure children adjust to school life proficiently.</li> <li>• The Boxall Profile is used to identify and track the well-being and self-esteem of KST2 children. Areas for development are drawn out and strategies are put in place through the use of nurture groups. Social Emotional Development is supported through the setting of individual targets using an on-line diagnostic profile system.</li> <li>• Focus on behaviour across the school day to support children at all times including recreational times, to ensure children are ready to learn. Behaviour running records and individual support system in place for PP pupils, where behaviour is a barrier for learning.</li> </ul> <p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Early interventions are set up in Reception to ensure PP needs are being identified and supported from the start of their school life. The Leuven Scale is used as a diagnostic tool to identify a child's level of well-being and used to track their involvement in learning. Areas of weakness are identified and strategies are put in place to support Personal and Emotional Development.</li> <li>• Key workers are allocated in the Early Years to support PP by joining in with play in small interventions. Tracked Termly.</li> </ul>	<p>To improve family / pupil engagement &amp; attendance        Pupil Progress Meetings take place with class teachers termly to review progress, provision, parent feedback and engagement.</p> <ul style="list-style-type: none"> <li>• All PP parents are invited to attend workshops and termly parental structured conversation meetings through personal invitation.</li> <li>• Parent Views to be recorded in updated Pupil Profile sheets and in case studies.</li> <li>• The whole child is considered and access to enrichment opportunities in school / outside of school (clubs, school trips, visitors, local area walks, sporting opportunities and curriculum days) are tracked.</li> <li>• Discussions/ Questionnaire used to assess PP attitudes towards school life. Findings fed back to Nurture Mentor.</li> </ul>
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**Desired Outcomes**

<b>In School Barriers</b>		<b>External Barriers</b>	
<b>Desired Outcome</b>	<b>Success Criteria</b>	<b>Desired Outcome</b>	<b>Success Criteria</b>
1. Ensure that greater proportions of children make	<ul style="list-style-type: none"> <li>• 10% of PP children make accelerated progress.</li> </ul>	1. Discussions/ questionnaire feedback	<ul style="list-style-type: none"> <li>• Discussion with parents at the outset &amp; end of year, which shows</li> </ul>

<p>accelerated progress, and that this group's behaviour and attitude is improved so that they are ready for learning.</p> <p>2. Children develop a growth mind set and their attitudes to learning improve, so that their progress is accelerated. PP individual needs are met socially and emotionally.</p>	<ul style="list-style-type: none"> <li>• Less Behaviour forms are filled in for specific PP children.</li> <li>• Learning Walks and observations demonstrate that Pupil Premium children are more readily engaged and conversing in the lesson.</li> <li>• Children demonstrate that they have strategies to address challenges they face. Measured through questionnaires from the beginning to the end of the year.</li> </ul>	<p>demonstrate that children read for pleasure more frequently at home and school; attitudes have improved.</p>	<p>a notable improvement in attitudes- documented in Pupil Profile Sheet.</p> <ul style="list-style-type: none"> <li>• Reading interviews demonstrate a clear improvement in reading ability and attitudes.</li> <li>• Parents engage more readily with the school, attendance at key Reading Workshops improves from this group of parents.</li> </ul>

<b>Planned Expenditure</b>					
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 proportions of children make accelerated progress.	<p>Small targeted intervention groupings in English &amp; Maths in specific year groups.</p> <p>Invested in laptops/ipads to support children's learning in class and during designated lunch times.</p>	Data driven. Linked to School Development Plan- 10% of PP children to make accelerated progress.	<p>Learning walks, lesson observation and pupil progress meetings.</p> <p>Book scrutiny - Literacy, Maths, Topic, Reading records.</p> <p>Moderation of PP provision recorded on planning sheets.</p> <p>Moderation of class seating plan highlighting PP provision</p>	<p>Lead – Headteacher</p> <p>/ Pupil Premium Teacher</p> <p>Class teachers – intervention work</p>	<p>Progress of pupils reviewed every half term along with learning walks. Formal observations each term.</p> <p>Governor monitoring twice each academic year (minimum).</p> <p>Key Governor PP learning walk and discussion with PP teacher.</p>
Improved behaviours at lunchtime, so that children are focused to improve learning attitude.	<p>Playtime indoor /outdoor focus sessions</p> <p>Use of PP Nurture Mentors across school day, including at lunchtime (resources and books)</p>	<p>Ongoing observation concluded that children do not have access to structured play during lunchtimes.</p> <p>Pupil, parent and adult questionnaire confirmed main behaviour issues reported during second half of lunchtime play session.</p> <p>A significant proportion of PP children recorded on behaviour incident forms</p>	<p>Playtime observation.</p> <p>Learning walk at the start of learning session.</p> <p>Behaviour system in place- Head teacher involvement - use of Head Teacher Awards. Less behaviour forms are handed in.</p> <p>Greater amount of house points are received to reward good behaviour at lunch time.</p>	<p>PP Teacher.</p> <p>Deputy and Headteacher.</p> <p>Pacesetters</p> <p>Trained Nurture Mentor.</p>	<p>Ongoing according to children's needs</p>
Increased rates of pupils reading for pleasure at	Audit of reading materials across the	Reading questionnaire, Home School Diary	Reading Questionnaire confirms improvement.	Literacy Leader	

<p>home and during the school day.</p>	<p>school including the Library, Guided Reading packs and Home Readers. Reading questionnaire. Discussion with carers / pupils. Cost allocated for new book storage to create two new reading for pleasure areas in school. School is now part of School Library Service. School to receive 400 books with a 25% change over in 6 months. Story sack loans are set up for Early Years.</p> <p>Outside training and in-house training on the delivery of Talk for Writing and Book Talk.</p>	<p>scrutiny and reading learning walks 2017 evidenced children in kst2 are not completing appropriate texts for their level of reading once they become free readers. Children are not able to select books which maintain their interest and they are unable to talk about their favourite authors.</p>	<p>Lunch time Book Clubs continues to be well attended by the PP child Reading questionnaire confirms that children enjoy the books provided in school. Scrutiny of Home School Diaries reveal children a correctly levelled book, which provides adequate challenge and a Reading for Pleasure text that interests them to take home. Ongoing Book Talk Learning Walks confirm that the PP child is where possible chosen to be a Reader Leader and is well supported to talk about books.</p> <p>Regular monitoring of PP ability to walk and talk through a text is improved. Track data- PP can apply their learning to test situations.</p>		
<p>Improved decoding skills to aid fluency and</p>	<p>Switch On Reading / Read Write Inc Training.</p>	<p>A significant number of children PP children have been identified as poor</p>	<p>PP pupils reading improves by a minimum eight months in ten</p>	<p>Pupil Premium Intervention teacher.</p>	<p>Tracking of data review of children's progress.</p>

<p>support pleasure for reading.</p> <p>:</p>	<p>Talk for Writing training Book Talk training.</p> <p>Targeted intervention - phonics groups</p>	<p>decoding skills and poor language comprehension. Last year PP who took part in the programme made 10 months + increase on their Salford Reading Age</p>	<p>weeks in line with non-PP children who are part of the programme.</p> <p>There is a 10% increase in children passing the Year One test in two years. All PP children pass the phonics screening test at the end of Year 2.</p>	<p>Pupil Premium Intervention teacher &amp; Headteacher.</p>	<p>As above</p>
<p>Improvement in attitudes / self-esteem in relation to school</p>	<p>Review of PP access to enrichment opportunities and club allocation. Outside training to deliver the Boxall system. Payment for school enrichment experiences (overnight camp)</p> <p>Funding towards the Year 6 residential.</p>	<p>Pupil feedback through questionnaire Behaviour Records Parental feedback during structured conversations around the child highlighted lack of self-esteem and lack of enrichment experiences.</p>	<p>Monitor opportunities for all children. Targeted questioning in whole child questionnaire. PP well-being and self-esteem levels are tracked.</p>	<p>Class teacher / Pupil Premium Intervention teacher. SENCO.</p>	<p>Termly review to ensure all children have equal opportunities.</p>

**Pupil Premium Funding 17/18**

Brought forward balance from 2016/17 financial year = **£14,730**

**17/18 Pupil Premium allocation total = £28,880**

**Total = £43,610**

<b>Supplier</b>	<b>Description of goods/services</b>	<b>Impact</b>	<b>Total Amount</b>
Cool Milk	Milk for FSM children		<b>£406.60</b>
Science Club	After school science club for	3 PP children access enrichment activities	<b>£32.50</b>
CPCC	Breakfast club –	Key PP children supported with attendance	<b>£276.00</b>
Country Lion	Transport to Holdenby House -	PP child access to enrichment opportunity	<b>£13.80</b>
	Refund of science club fees for	PP child to attend enrichment club	<b>£32.50</b>
Holdenby House	Trip -	Support towards attending enrichment opportunity	<b>£6.50</b>
Espo	Resources - book	Home learning support	<b>£11.12</b>
PGL	Residential –	PP access to enrichment opportunity	<b>£578.00</b>
Scholastic	Reading Books – all PP children	Home learning access to t4w texts	<b>£99.86</b>
Baker Ross	Resources – all PP children		<b>£172.03</b>
The Natural History Museum	Trip – 3 x children Year 5 + 6 PP Children	Access to enrichment opportunities	<b>£18.00</b>
Adventures	Camping – all PP children	Life Skills development	<b>£152.00</b>
Silkh Community	Trip – Year 3 & 4 PP children	Cross curricular enrichment	<b>£60.00</b>



The Training Space	Reading Books – all PP children	Children to have access to Book Talk books for home reading	<b>£179.00</b>
Salary	PP interventions	Impact on progress/closing the gap in year6 and year2	<b>£24,529.48</b>
Moving Expenditure	Coded incorrectly	£45.60 £1351.37 £278.52	<b>£1675.49</b>
Accurals	Computers – all PP children	Children to have access to ICT throughout the day.	<b>£6319.91</b>

Actual Spending = £ (as above) = £34,562.79

**Carry forward = £ (rounded up to £9,048 on SB1 form)**

### **Monitoring, Evaluation and Review**

The most recent external review of our school's Pupil Premium Strategy was on 5th November, 2014. Our next one is planned for 2018-19.

The impact of this plan will be evaluated regularly by the Pupil Premium Committee of the Governing Body, which will report to the Teaching and Learning and Resources Committees and Full Governing Body meetings.