

Cogenhoe Primary Pupil Premium Strategy

Academic Year – 2017 /2018	Total Pupil Premium Budget £28,140 (indicative)
Total Number of Pupils - 201	Proposed internal review of this strategy October 2018
Number of pupils eligible for Pupil Premium (including Ever Six) -19 Ch 9.4% Pupil Premium - 8% Ever Six -1.5 %	

Barriers to future learning

<u>In School Barriers</u>	<u>External Barriers</u>
<p>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.</p> <ul style="list-style-type: none"> • 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 Teacher and TAs to deliver key interventions to pupil premium children, so that they make accelerated progress. • Parental workshops to support and encourage further learning at home. • 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. 	<p>1. Reading for Pleasure</p> <ul style="list-style-type: none"> • Training for parents – recognising the importance of reading in the form of 1:1 support. • Evaluating reading materials in school and at home to assess whether interests are adequately catered for to ensure children are reading. • Switch on reading to provide decoding skills for pupil premium children. • Targeted interventions for phonics, to provide children with key reading skills. • Trained support for specific programmes to support PP pupils with learning needs. • Assessment for learning through the implementation of a whole school assessment programme –PIRA. • Reading questionnaire used to measure attitudes toward reading for PP children • Cracking Comprehension scheme materials used to ensure children have access to interesting, challenging and relevant texts. • Reading Dog Programme used to target PP reading confidence and enjoyment. Online Reading Bugs and Reading Eggs Programme.

2. Engagement and attitudes to learning improve. <ul style="list-style-type: none"> • Use of funding to support smaller classes in certain year groups • Staff training to ensure pupil premium children are targeted effectively throughout the school and are therefore engaged. • Learning mentors in place daily to ensure children adjust to school life proficiently. • Focus on transition between learning to support children at all times including recreational times, to ensure children are prepared. • Improved attitudes to learning through growth mind set training and whole school values system. • Whole school training and implementation of PSHE to promote wellbeing and life skills. Whole school training on 'Life Savers Scheme' as part of the financial curriculum. • Early interventions are set up in Reception to ensure children's needs are being identified and supported from the start of their school life. 		2. Improving family / pupil engagement & Attendance <ul style="list-style-type: none"> • Pupil progress meetings with class teachers termly to review progress and provision. This will in turn support parents in engaging with school more frequently. • All PP parents invited to attend workshops through personal invitation. • Parent View to be recorded in updated Pupil Profile sheet and in case studies. • Consider whole child and access to enrichment opportunities in school / outside of school (clubs, school trips, visitors, local area walks, sporting opportunities and curriculum days). • Discuss with children their school life and enjoyment of school, to impact on their attitude through a learning questionnaire. Ideas to be shared with school counsellors. • PP invited to be part of a public speaking debate club. 	
<u>Desired Outcomes</u>			
In School Barriers		External Barriers	
Desired Outcome	Success Criteria	Desired Outcome	Success Criteria
1. Ensure that greater proportions of children make accelerated progress, and that this group's behaviour and attitude is improved so that they are ready for learning.	<ul style="list-style-type: none"> • (Percentages to be agreed). • Less Behaviour forms for specific children. • Learning Walks and observations demonstrate that Pupil Premium children are more readily engaged and conversing in the lesson. 	1. Discussions/questionnaire feedback demonstrate that children read for pleasure more frequently at home and	<ul style="list-style-type: none"> • Discussion with parents in the outset & end of year, which shows a notable improvement in attitudes-documented in Pupil Profile sheet. • Reading interviews demonstrate a clear improvement in skills and attitudes.

<p>2. Children develop a growth mind set and their attitudes to learning improve, so that their progress is accelerated</p>	<ul style="list-style-type: none"> Children demonstrate that they have strategies to address challenges they face. Measured through questionnaires from the beginning and end of the year. 	<p>school; attitudes have improved.</p> <p>2. Parents engage more readily with the school and the attendance of particular children improves across the year.</p>	<ul style="list-style-type: none"> Attendance improves for key children across the year. Parents engage more readily with the school, attendance at key workshops improves from this group of parents.
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Planned Expenditure

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>Greater Proportions of children make accelerated progress.</p>	<p>Small targeted intervention groupings in English & Maths in specific year groups.</p>		<p>Learning walks, lesson observation and pupil progress meetings. Book scrutiny_Literacy, Maths, Topic, Reading records. Moderation of PP provision recorded on planning sheets. Moderation of class seating plan highlighting PP provision</p>	<p>Lead – Headteacher £28,140 (indicative) / 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. Governor monitoring twice each academic year (minimum). Key Governor PP learning walk and discussion with PP teacher.</p>
<p>Improved behaviours at lunchtime, so that children are focused to improve learning attitude.</p>	<p>Playtime indoor /outdoor focus sessions Use of PP Mentors across school day</p>	<p>Recording behaviour incidents on behaviour sheets.</p>	<p>Playtime observation. Learning walk at the start of learning session.</p>	<p>PP Teacher.</p>	<p>Ongoing according to children's needs</p>

<p>Increased rates of pupils reading for pleasure.</p>	<p>Evaluation of reading materials across the school. Reading questionnaire. Discussion with carers / pupils.</p>	<p>Wider range of reading materials to cater to children's interests- inc author packs, display boards, class reading areas and Guided Reading packs. Author to visit school- assembly and follow up workshops</p>	<p>Reading Questionnaire Pupil View</p>	<p>Literacy Leader</p>	
<p>Improved decoding skills to aid fluency and support pleasure for reading.</p>	<p>Switch On Reading / Read Write Inc Training. Targeted intervention - phonics groups</p>	<p>Review of the data across the school – pupils reading improved by a minimum eight months in ten weeks. 10% increase in children passing the Year One test in two years.</p>	<p>Tracking of data review of children's progress. PIRA breakdown of reading strategies and skills used. Observation of delivery Learning walks and review of data.</p>	<p>Pupil Premium Intervention teacher. Pupil Premium Intervention teacher & Head teacher.</p>	<p>Tracking of data review of children's progress. As above</p>
<p>Improvement in attitudes / self-esteem in relation to school</p>	<p>Review of children's access to enrichment opportunities and club allocation.</p>	<p>Research Moderation of staff planning.</p>	<p>Monitor opportunities for all children. Targeted questioning in whole child questionnaire.</p>	<p>Class teacher / Pupil Premium Intervention teacher</p>	<p>Termly review to ensure all children have equal opportunities.</p>

