

Cogenhoe Primary School



Impact of Pupil Premium Spending ANNUAL REPORT TO PARENTS 2018– AUG 2019

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 £2300. 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.

	Children in receipt of deprivation funding (FSM + FSM6)	Children Looked After/ Adopted from Care	Children from Service Families	Children entitled to Early Years Pupil Premium	Total
Number of eligible pupils	15	1	0	Now part of Early Years Funding Formula	17
Pupil Premium funding anticipated	15	1	0	1	17

For the academic year 2017/18 our school budget includes an estimated total Pupil and Service Premium of £22690.54 and below is 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).

Total spending & salary commitment as at

In 2017-2018 our school budget included a brought forward balance from 2016/17 financial year = **£14,730**

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

Total = £43,610

Actual Spending =£34,562.79

Carry forward = (rounded up to £9,048)

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

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

- % achieving GLD in Reception
- % passing Phonics Screening in Year 1
- % achieving Expected Standard in Reading, Writing and Maths in Key Stage 1
- % achieving Expected Standard in Reading, Writing, GPS and Maths in Key Stage 2

Barrier to educational achievement: Low engagement with learning, which slows pupil progress.	Allocated funding	Impact on learning outcomes
<p>Actions taken to raise engagement with learning and to improve Pupil Outcomes:</p> <p>To purchase Accelerated Reader and Train 3 members of staff to ensure children are reading engaging and appropriate texts. PP children will be provided with extra catch up sessions and invited to attend Book Club in the School Library Area, within the school day if needed.</p> <p>All PP will be assessed to identify whether they would make accelerated progress with their reading through the implementation the schools 10 week Switch on Reading program or our Inference Reading program. All kst2 TAs will be trained to deliver an Inference Program In-house and through County Training</p> <p>All PP will be provided with a book from the Book Talk reading spine to ensure they have pre - reading experiences. All PP children will be offered a subscription to the Beano in order to facilitate pleasure in reading.</p> <p>Funding an additional teacher and allocating two HLTA in Years 2 and 6 to provide smaller, more targeted teaching groups. In Target Pupil Progress Meetings in Terms 1,2 and 3 PP pupils, including those with SEN or with higher ability will be a focus area and direct teaching resources and interventions in response to outcomes will be addressed.</p>	<p>Budget to be set Jan 19</p> <p>£200</p> <p>Salford Test Pack £50</p> <p>Staff Training £350</p> <p>Teacher Salary £3620</p>	<p>All PP have access to appropriate text that match their needs and interests.85% of pupils in KST 2 are now reading at least 3 times a week at home compared to 65% at the start of the year. All staff including new staff Staff are trained in monitoring reading frequency and text choice. All books in the school have been audited and scanned onto the school system.</p> <p>All Kst2 TAs have received training for Inference delivery. All children have been assessed with the new Salford Comprehension Test Children who have been part of the SOR program or inference program have made 10 months + progress in 10 weeks Learning walks confirm that children on the Inference program are equipped with the tools to access whole class Book Talk sessions.</p> <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. This year learning walks</p>

Employing and training one ELSA qualified Nurture Mentor to eliminate barriers to learning for Vulnerable Learners and to raise resilience. Provide adult **Learning Mentors** for Vulnerable Learners in their transition from play to work sessions .ELSA is used to support parents and ensure PP attendance remains in line with non –PP children.

Develop resilience in children through, for example, using the training carried out by Tim Hall Growth Mindset Coach with all Teachers and TAs and direct work with children in YR 5 and YR6.All non PP children to benefit from the coaching.

Work to build **high aspirations**, including inspirational careers, through visitors – invite parents and local employers to visit assembly

After School Club Thursday - We will fund a cycle of 6 week Club Thursday lessons, subject to good attendance. This will ensure that **finances are not a barrier to** learning new skills.

ELSA support and mentoring £1745

HLTA supported

confirm that 58% of PP children are highly engaged in lessons and only 15% are off task.

Book Looks confirm that PP children are taking greater pride in their presentation. By reducing class sizes, through target interventions, non PP are taught in smaller groups in Yr2 and Yr6. All children in these year groups are better prepared for SATs.25% of PP children have made accelerated progress in reading in Year 2 and 100% of children in year 6 have been targeted to make accelerated progress in writing

All PP have individual targets set and impact is monitored regularly by ELSA, ,SENCO (using new Edukey provision mapping) and PP Lead. The impact is that pupils have instant access to support in times of need, parents are well support and signposted to further support, attendance for PP pupils is higher than non-PP pupils and behavior plan are in place so the barriers to learning are removed .Incidents of red card have reduced for all PP children this term.

Barrier to educational achievement: Factors outside school which affect readiness to learn and slow pupil progress	Allocated funding	Desired impact / Outcome
<p>Actions taken to improve readiness to learn through prioritizing Personal Development and Welfare:</p> <p>Funding Breakfast Club places for some PP children, where it would have a positive effect upon attendance and readiness for learning.</p> <p>All PP children throughout school are personally invited to attend a weekly Monday Motivation Morning club run by Pupil Premium Teacher and HLTA to ensure PP children are ready for learning. ELSA support will be available. PP children have been personally invited to attend after school drama workshops run by a school governor.</p> <p>Developing parenting skills and improving children’s Social, Emotional and Mental Health through Structured Conversation Meetings termly. ELSA supported.</p> <p>Improving health and fitness through providing clubs and curriculum opportunities for vulnerable children to be more active eg funding Hot Shots, gymnastics, football after school clubs. Key PP children will be invited to a weekly Cookery Club with an adult from home with the focus being healthy eating. This will be school funded.</p>	<p>PP Teacher part Salary</p> <p>ELSA supported</p> <p>£100 per PP child.</p>	<p>By targeting resources at the families of Pupil Premium children, we have assisted them in reducing barriers to educational achievement and towards achieving the outcomes for Pupils stated above.3 children have made use of places in Breakfast Club this year.</p> <p>85% PP children have attended MM sessions and are ready for learning at the start of each week. The gap between PP attendance and non PP children is closed. The percentage of PP children persistently absent is lowered. PP teacher and ELSA have the opportunity to liaise with parents in order to remove any barriers to learning that arise due to home /school transition. Teacher view supports the above- children are better prepared when entering the classroom and are ready for learning at the start of the year.</p> <p>An ongoing dialogue between school and home is maintained and parents are aware of targets and how they can support their child at home.</p> <p>6 PP children have attended the funded cookery sessions and 4 parents have also attended leading to quality time with their child and support adults in school. Healthy meals have been prepared and taken home weekly.</p>

All PP children will be offered a £100 allocation that can be used to purchase school uniform; to fund school **trips and extra –curricular activities** or it can be put towards the payment for residential trips. The allocation must be spent within the academic year and cannot be carried over.

Feedback has been 100% positive. Other children in the school have benefited from this club.

80% of PP children have attended club Thursday free of charge. Children have been directed to attend clubs such as Dance, Art, Construction and Growth mindset that support their learning and wellbeing. All the children in the school have benefitted from these clubs and feedback from all parents is 100% positive.

4 PP children have also attended a drama workshop that has led to greater confidence in school. Pupils in the school attend and benefit from these sessions.

Monitoring, Evaluation and Review

The most recent external review of our school's Pupil Premium Strategy was on 11 October, 2016. Our next one is planned for 2019-20.

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.