

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information				
School	Cockwood Primary School			
Academic Year	2018/19	Total PP budget	£11880	
Total number of pupils	93	Number of pupils eligible for PP	8 (8.6%)	
2. Current attainment				
		<i>PP outcomes 2019 (July 2019)</i>	<i>PP outcomes 2018 (10 pupils in sch)</i>	<i>PP outcomes 2017 (14 pupils)</i>
% achieving expected standard or more in reading, writing and maths		0 pupils	50% (2 pupils)	100% (1 pupil)
% making at least expected progress in reading (whole school)		88%	80%	79%
% making at least expected progress in maths (whole school)		75%	80%	72%
% making at least expected progress in writing (whole school)		75%	80%	79%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A.	Speech and language difficulties			
B.	Poor phonic and maths knowledge			
C.	Emotional health of pupils when in school			
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)				
D.	Health/emotional difficulties for families Accessibility to after school clubs (cost)			
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria

A.	Improved outcomes in maths for lower KS2 pupils	At least expected progress made across the year
B.	Improved outcomes in reading – greater confidence, understanding and fluency.	As above
C.	Pupils happy, confident learners, engaged in a range of activities	Pupils feel that they are being supported and can access their learning more confidently. Pupils are clear on who they can talk to when they are having difficulties.
D.	Pupils in Class 1 receive additional 1-1 time with their class teacher for individualise pre-teaching and consolidation.	Pupils make at least expected levels of progress in maths, reading and writing throughout the year.

5. Planned expenditure

Academic year

2018/19

Objectives in spending:

- For all pupils to achieve emotional well-being and engage positively in all aspects of their learning
- All pupils to have the opportunity to fulfil their academic potential despite deprivation factors
- To minimise the gap between learners throughout the school and to reach expected standards within the new curriculum framework

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?
------------------------	---------------------------------	--	--	-------------------	---

Improved maths outcomes	Collaboration with teaching school and SLE to upskill maths leader. Funded alongside grant for Mastery Project and a Closing the Gap project (Yr 5/6)	Utilising subject specialists from teaching school to support all pupils. Focus on whole school reasoning – recommendation from Ofsted 2018.	Feedback and visit notes from SLE. Joint working with DF and LC.	DF	July 2019

Total budgeted cost £3850

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?
Additional 1-1 and small group support literacy and maths in Class 1 and 2.	Targeted interventions for specific pupils to include Precision Teaching, small group teaching to specific objectives etc.	Interventions in line with need. Focus on key skills. Use of maths lead where possible to support disadvantaged pupils.	Lesson and book monitoring. Appraisal targets and ongoing discussions.	HH/LC	End of term data drops.
Class teacher allocated time (1 afternoon per week) to support less able/underperforming pupils in Class 1.	Support class teacher and English Lead in providing pre teaching opportunities and consolidation of concepts for pupils.	Use of most experienced member of staff to support most vulnerable. Has excellent knowledge of the children and an overview of the curriculum, steps to improve outcomes and individual need. Coherence with overall class planning.	Review of data. Discussions with member of staff and pupils.	LC/AR	End of term data drops. Year 6 outcomes July 2019.

Total budgeted cost £5802

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?
------------------------	---------------------------------	--	--	-------------------	---

Social and emotional support for all pupils	Practitioner support 2 afternoons per week to include staff training	Mental health support for pupils will lead to better academic progress and better attendance.	Timetabled members of staff. New member of staff to work on Thursdays. Mindfulness training (series of sessions for individual member of staff) and EHMH training for whole staff.	GW JT	July 2019
Pupils receive a rich and varied curriculum	Financially support individual families where cost may prevent participation in visits/clubs.	Equality provision and being treated as all other pupils allows children the same opportunities for enjoyment and learning.	LC to assess individual cases throughout the year.	LC	Pupil feedback and participation data.
Total budgeted cost					£3570

6. Review of expenditure July 2019

Previous Academic Year

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
-----------------	--------------------------	--	--	------

Improved maths outcomes	Subject leader development with teaching school	Pupils in Year 6 made the expected progress – project was based on closing the gap for upper Key Stage 2 pupils. The SLE was confident that the approach the school was taking was having a positive impact.	We would continue with this approach in the future as the wider impact on the school was noticeable. 100% of pupils in Year 6 achieved the expected standard in Maths, with 36% achieving greater depth. In -year progress across the school was at least expected, and in 4 cohorts exceeded 3 tracking points.	Teaching school funded in the main but with subject leader time allocated. £3850
-------------------------	---	--	--	---

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
Additional 1-1 and small group support literacy and maths in Class 1 and 2.	Targeted interventions for specific pupils to include Precision Teaching, small group teaching to specific objectives etc.	Positive impact and small steps of progress. On the whole, a good % of pupils made at least expected progress and some accelerated. The only pupils who did not make expected progress across the school were 2 children who have defined SEND and 1 pupil who has had a long term absence due to a medical need.	Flexible approach to interventions needed. This will continue. For SEND pupils – a different strategy may be needed, particularly in Maths. Senco seeking additional support from external agencies.	£5802
Class teacher allocated time (1 afternoon per week) to support less able/underperforming pupils in Class 1.	Support class teacher and English Lead in providing pre teaching opportunities and consolidation of concepts for pupils.	Utilising the strengths of more senior staff is essential in up-skilling non specialist members of staff. In addition. Pupils in Class 1 receive 1 to 1 time with classteacher. 100% of pupils in Year 6 achieved the expected standard in maths, GPS. 91% in writing and reading. In year progress excellent in Year 5 and 6 for 2018/19.	We cannot sustain the cost of this for 2019/20. A member of staff is also reducing hours so there are timetable implications and the class teacher is now going to be teaching an additional afternoon. However, she does still receive increased non-contact time, and some of this will be used to support pupils in Class 1.	

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
Social and emotional support for all pupils	In school practitioner support	All pupils, who need social emotional and mental health support have had a practitioner on hand. This approach has been essential and a must have for schools.	To continue to build on the skills of the staff as a whole. Timetabling implications and individual capacity is something we need to look at with a member of staff who is reducing their hours.	£3570
Pupils receive a rich and varied curriculum	Financial support for low income families	Pupils' mental well-being and happiness at school is maintained – inclusive approach to support all children. E.g – more able child has been able to access Fizz Pop Science Club as school has supported this 5 week activity.	This approach has been used sparingly but with a positive impact. Excellent relationships continuing to be built with vulnerable families.	