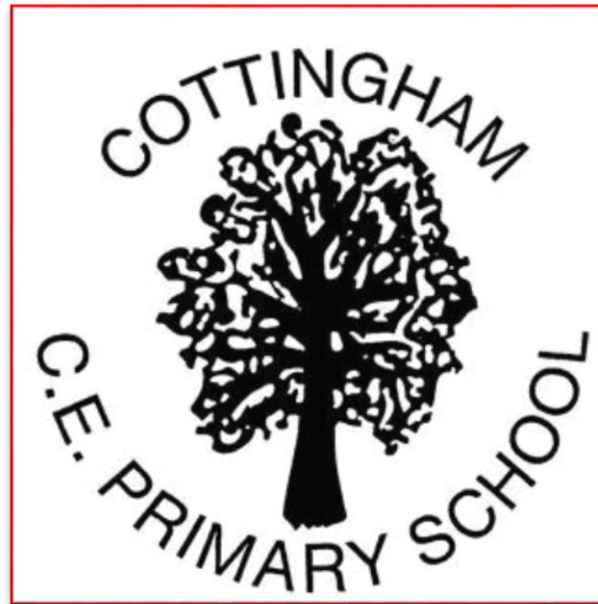


Pupil Premium/Disadvantaged Pupils - Review Of Expenditure/Actions

2017-2018

Cottingham CofE Primary School



www.cottinghamprimary.co.uk

1. Review of expenditure

Academic year		2017/18	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.			
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: What will continue? What changes will be made?
<p>Expected Progress – The majority of Disadvantaged children will make expected levels of progress against the age related expectations (ARE) across EYFS, KS1 and KS2 with a specific focus of closing the gap between Disadvantaged and Non Disadvantaged (Other)</p> <p>Greater Depth – An increased % of Disadvantaged children achieving Greater Depth outcomes in Reading, Writing and Maths at the end of the 2017/18 academic year.</p>	<p>Improve staff/Governor awareness of vulnerable groups including Disadvantaged children through use of provision maps that set SMART targets and are RAG rated half termly.</p> <p>Provision and intervention planned for Disadvantaged children to close Gaps in progress and attainment. Staff held to account for these groups.</p> <p>Where possible, QTS intervention planned and where intervention by support staff to be carried out in the classroom. Performance management targets aligned to teacher standards expectations and where appropriate include additional support for individual/small groups of Disadvantaged children.</p> <p>Moderation both in school/local cluster to ensure that teacher assessments are accurate and next steps are planned to close gaps in attainment and progress.</p> <p>Introduction of Maths Mastery</p>	<p>1/12 disadvantaged child (EYFS) achieved GLD (100%) and made good progress from /2017 baseline. Overall GLD for cohort was 75%. Child entered Reception below National average. Baseline assessment indicated low in Self-confidence and self-awareness, Making Relationships, Reading and Understanding, Speaking and Maths. *(See below also for full impact)</p> <p>1/15 disadvantaged child (Year 1) achieved expected phonics outcome (100%). This compared to (86%) non-disadvantaged achieving expected outcomes. Both groups achieved above National expected outcomes. Also achieved expected outcome (100%) in writing/maths compared to non-disadvantaged achieving writing (64%) and maths (71%). Although some progress was made in Reading, child did not reach ARE compared to non-disadvantaged (100%). *(See below also for full impact)</p> <p>At the end of Year 3 (2017/18), progress made by disadvantaged pupils was in line with non-disadvantaged. The gap between these groups remained similar for Reading, writing and maths. This was a similar picture regarding attainment. At greater depth the gap between the two groups was reduced.</p> <p>At the end of Year 5/6 (2017/18), progress made by disadvantaged pupils was in line with non-disadvantaged. The gap between these groups remained similar for Reading, writing although was closed in Maths and both groups are in line with one another. This was a similar picture regarding attainment. At greater depth (Year 5) the gap between the two groups remained.</p> <p>At the end of Year 6 (2017/18) the gap has reduced in the progress that was made in reading, writing and maths</p>	<p>More often than not, the gap between those children in receipt of the pupil premium funding has remained the same although positive reductions were evident in Maths in years 5/6. The approach to teaching Maths through a Maths Mastery has had a positive impact. Fully embed this approach alongside the use of concrete, pictorial, abstract.</p> <p>Based on teacher assessment, the gap in the progress made by the year 6 (2017/18) cohort had reduced although this was not necessarily the case with attainment. From their KS1 starting points, children in receipt of the pupil premium funding maintained their rate of progress that was in line with other groups nationally. Two of the year 6 cohort joined the school during their year 6 and both had SEND.</p> <p>Application to Maths Hub has been successful and senior teachers will attend and aim to fully embed maths mastery approach to whole staff.</p> <p>Intervention timetable will be written to focus fully on vulnerable groups and will aim to offer in class intervention. 25% (Of which 60% have SEND) of current year 6 cohort are in receipt of the pupil premium funding and will receive regular curriculum support especially within reading, writing and maths. Year 6 to be taught as a separate year group from Sep 2018/19 to allow smaller ratio of adult support from teacher 1:17.</p> <p>Whole school focus on improving the attainment and progress made by the higher attaining pupils. HA disadvantaged children will receive intervention where Greater Depth of learning is a possibility.</p> <p>Performance management targets to include good progress by disadvantaged pupils. All staff to be held to account for the attainment and progress of all groups of learning.</p>

	<p>curriculum. Talk 4 Writing and Book Talk (Guided Reading). Book Talk to be introduced as a staggered approach to improving whole class guided reading.</p> <p>Use of NCETM/White Rose Hub resources to stretch the more able learners and for supporting teachers planning.</p> <p>A whole school approach to encourage the 'Love of Reading' through adult lead reading after registration.</p> <p>Attainment and progress measured through teacher assessments, collection of data in school own assessment system and successful moderation practices (through local cluster and PDET).</p>	<p>between the two groups. At the end of 2016/17 Reading 40% (50%), Writing 0% (33%) and Maths 0% (22%). At the end of 2017/18 Reading 29% (33%), Writing 17% (14%) and Maths 17% (36%) *Based on teacher assessment data.</p> <p>From end of year SATS (2016/17 assessment data)</p> <p>R – 67% (4/6) (75) 33% (40) (2/6) W – 50% (80) (3/6) 17% (15) (1/6) M – 67% (4/6) (80) 17% (25) (1/6) G – 33% (2/6) (75) 33% (35) (2/6)</p> <p>Progress from Ks1 – KS2 for disadvantaged pupils was inline with national figures for other gorups (Non disadvantaged) *Data to be confimed in ASP update.</p>	<p>Fully embed pupil progress meetings as part of assessment cycle. Meetings used to challenge progress made by all groups of children.</p> <p>Whole school approach to teaching of reading (Book Talk) and writing (Talk 4 Writing) to be fully embedded. New staff to receive CPD. Parental involvement will be expected with regards to reading at home.</p>
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ii. Targeted support for Disadvantaged children.			
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: What will continue? What changes will be made?
<p>Phonics - % of Disadvantaged children passing phonics screening test will increase and close the gap with those not Disadvantaged (Others)</p> <p><i>*(Also see above – Quality of teaching for all)</i></p> <p>EYFS – 100% of Disadvantaged children achieving GLD and making good progress from 2017 baseline</p>	<p>Continued application of daily phonics sessions (RWI) in KS1 and to include other children (KS2) where appropriate.</p> <p>Half termly tracking to refine groups and move learning on (KS1). Targeted intervention for those who are not on track.</p> <p>Integration of phonics sessions into KS2 where appropriate to help catch up and where children have not passed year 2 phonics re-sit.</p> <p>Reading intervention offered due</p>	<p>1/12 disadvantaged child (EYFS) achieved GLD (100%) and made good progress from /2017 baseline. Overall GLD for cohort was 75%. Child entered Reception below National average. Baseline assessment indicated low in Self-confidence and self-awareness, Making Relationships, Reading and Understanding, Speaking and Maths.</p> <p>Child was difficult to assess as no communication with staff or interaction with other children, however, evidence from nursery shows that child displayed higher levels once settled.</p> <p>Pupil did not receive regular reading at home and parent involvement was low therefor-planned daily intervention for reading 1-1 with an adult. Later in the year, we noticed that Mum had started to read regularly with child at home. Child was working within his age range for banded reading books and making good progress in phonics. Further emphasis on</p>	<p>Ensure a better partnership with parents of Pupil Premium children and involve them in setting targets for example. This will also tie in with more parental involvement in assessing children through chosen home/school programme.</p> <p>Improve awareness for all parents of disadvantaged children that school receives £1320. One child attending Reception 18/19 in receipt of Pupil Premium funding. This is also required across the school. Offer funding for curriculum access, intervention, visits, musical tuition etc.</p> <p>Only one child in year 1 in receipt of pupil premium funding 17/18. Whole cohort achieved above national expected levels in phonics screening (87%) compared to previous (69%). Continue with all year round focus upon phonics teaching in KS1. Potential CPD with RWI intervention and whole school development of phonics teaching. Reduction in time given to phonics teaching with</p>

	<p>to low level of support at home. Writing intervention in order to support him to achieve a good level of development.</p>	<p>achieving the Early Learning Goal for writing so an intervention was set up for daily sentence writing in a small group. As a result, child gained a good level of development (GLD).</p> <p>1/15 disadvantaged child (Year 1) achieved expected phonics outcome (100%). This compared to (86%) non-disadvantaged achieving expected outcomes. Both groups achieved above National expected outcomes.</p> <p>1/15 disadvantaged child (Year 1) achieved expected outcome (100%) in writing/maths compared to non-disadvantaged achieving writing (64%) and maths (71%). Although some progress was made in Reading, child did not reach ARE compared to non-disadvantaged (100%).</p> <p>*No children in receipt of pupil premium funding in 2017/18 year 2 cohort.</p>	<p>awareness of KS1 child concentration.</p> <p>Further development of the teaching of Reading across the school (Book Look) approach and in/line with above. Potential CPD and whole school development of phonics teaching. Highlight importance of reading at home and continue to challenge parents and children to take part in x5 weekly challenge.</p>
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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: What will continue? What changes will be made?
<p>Attendance - Disadvantaged children's attendance across both key stages will be in line with target set for the rest of the school and for attendance to show similar improvements as evidenced between 2015/16 – 2016/17.</p>	<p>CS/AS to monitor pupils and follow up quickly on absences.</p> <p>First Day contact with home.</p> <p>Weekly/Termly attendance tracking and monitoring. Termly report to Governnors.</p> <p>Stage1/2 letters top parents once attendance below 95/90% including offer of early help support to improve awareness.</p> <p>Use of weekly newsletter to display class/whole school attendance.</p> <p>Class attendance award and individual pupil 100% and 'Good' certificates to promote importance of attendance.</p>	<p>Attendance of pupils in receipt of pupil premium funding 2017-2018 95.81 (96%) compared to non-disadvantaged 96.75 (97%) This has closed the gap between the two groups from 2016-2017 (94.29% - 96.82). Attendance of Disadvantaged pupils is now in line with national others.</p> <p>Consistent and thorough approach is in place to monitor attendance of all groups of children. This is carried out between admin/Headteacher. Weekly reports highlight children below 95%. Any children remaining below will be monitored. Parents receive stage 1, 2 and 3 letters depending on attendance %.</p> <p>During 2017/18 seven children in receipt of the pupil premium funding were monitored closely. At the end of Autumn Term 1, 4/7 (57%) of children had attendance between 90% and 63%. Because of monitoring and communication, all children improved attendance by the end of Summer 2017/18.</p> <p>Child A – 79% - 92% Child B – 76% - 90% Child C – 82% - 95% Child D – 69% - 93%</p>	<p>Due to the positive impact of weekly monitoring, this will continue. Children below 95% at the end of the first Autumn Term will then be placed on a monitoring schedule and stage 1 letters issued. Children will remain on monitoring from this point to ensure attendance remains above 95% (School target 96%).</p> <p>Office will continue with first day contact and will require parent/carer to give a valid reason for any sickness.</p> <p>Communication of attendance in weekly news will continue as will class attendance awards as well as individual awards on a termly basis.</p> <p>Target for 2018/19 to be 96.5% whole school attendance with a reduction in persistent absence and exclusion.</p>

	<p>Annually award Bronze, Silver and Gold medals for appropriate attendance above 96%.</p>	<p>As well as monitoring attendance below 95%, rewards were offered and included: weekly class attendance award, communication in weekly newsletter, end of term certificates. All of these initiatives had a positive impact upon whole school and individual attendance. The whole school's attendance has improved from 94.7% in 2016 to above national for the last two years.</p>	
<p>Nurture – Development of nurture provision and continued entitlement will have a positive impact on the social, emotional and academic development of pupils, with a particular focus on those Disadvantaged and hard to reach parents.</p>	<p>Targeted support for families to engage children in before (breakfast) and after school provision.</p> <p>Funding of extra curricular visits to include curriculum and/or residential activity.</p> <p>Opportunities for children to participate in hard to reach activity to include musical tuition for example.</p> <p>Funding to provide resources that will enable Disadvantaged children to attend school and extra curricular activity. To include school uniform for example.</p> <p>Targeted pastoral/welfare opportunities and experiences. To include friendship group/breaktime club for example.</p>	<p>Five children benefitted from additional support allowing them to attend before school breakfast provision. Total cost of this provision was £1893. In one case, provision offered had been historical.</p> <p>After school provision (External provider from Jan 2018) was offered to support six pupils allowing them to attend regular sessions with their peers. Total cost of this provision was £640.</p> <p>Forest school (£100) offered to vulnerable pupils including those in receipt of pupil premium funding. As a result, three children were able to join their peers in regular sessions aimed at improving social behaviour.</p> <p>One child was supported with funding for school uniform throughout the year at a cost of £48.74.</p> <p>6 children accessed 'Milk for Schools' funding. The cost for milk for the year was £106.70.</p> <p>Six children received fully funding musical instrument tuition. Funding allowed chosen children to access x10 weekly drum sessions. At the end of the sessions, all children performed to the whole school and invited parents. Self-esteem gained from this was superb and wishes from parents that it continued into 18/19. If not for the funding, children chosen would not have had the opportunity to learn and perform. £552 funding for tuition.</p> <p>Two children were able to attend the regular Year 6 Residential with support totalling £239.14</p> <p>All pupils in receipt of the pupil premium funding received support enabling them to attend regular curriculum visits throughout the year. Total funding £333 used for visits/visitors.</p> <p>Pastoral support throughout the year offered to five children allowing them to attend daily nurture/snack and chat groups. This allowed them to develop their social skills.</p>	<p>Funding offered to children to attend before school provision is not sustainable. Funding from 18/19 to be offered on a need must basis under exceptional circumstances including improving attendance for example.</p> <p>Partnership with external provider CSD to continue to support disadvantaged children. Current funding of extra-curricular activity is not sustainable therefore a £10.20 reduction will be offered to all children. This will equate to 50% deduction off one activity per day.</p> <p>Funding for 18/19 to include offer towards school uniform and other resources that will allow children to access school and the curricular including extra-curricular activity. Order of milk will cease due to children not drinking the daily offer. As with uniform etc, milk funding can be accessed on the request of parents.</p> <p>Musical instrument tuition was invaluable. All children in receipt of the Pupil Premium funding will receive x10 weekly sessions to learn to play an instrument from Sep 18. This will include drums/ukulele. Instruments will be provided and expectations that children will care for and practise at home. All children will be expected to perform to whole school and access grading where appropriate.</p> <p>Full residential funding to be offered to all year 6 pupils (along with application for bursary). From Sep 18, funding also offered to Year 2 pupils for one night residential.</p> <p>Continue to identify children who will benefit from regular nurture activity to support and improve their social skills. Pastoral lead to be timetabled to support groups of children through break time snack and chat activity along with cross curricular activity to include membership of 'Let's Get Cooking' for example.</p> <p>All parents to receive eligibility document that will offer assistance to check whether their child is able to receive funding.</p>

<p>Learning Behaviours – Introduction and development of new 'Rewards' policy to improve behaviour of ALL children through positive reward as individual/team. All linked to school values of Care, Build, Follow, think.</p>	<p>Targeted support for families to engage children in following and adhering to new school behaviour policy.</p> <p>Extra-curricular opportunities provided (Including use of Sports Premium funding) to give opps for improving social and individual behaviour for example.</p> <p>Targeted pastoral/welfare opportunities and experiences. To include friendship group/breaktime club for example.</p> <p>Introduction of Snakes and Ladders reward system throughout the school and linked to school values of Care, Build, Follow and Think.</p> <p>High expectations for appropriate behaviour from all school community and to include consistent approach to support (Including behaviour passports)</p>	<p>Whole school behaviour has improved greatly during the 2017/18 academic year. This includes general class/outside behaviour and attitude.</p> <p>Good home-school communication is now used and parents will be informed when their child has displayed inappropriate behavior. If this continues, a behaviour passport has been used to monitor behavior and offer small steps to rewards.</p> <p>From October 2017, a new approach to rewarding positive behaviour was introduced across the school. The 'Snakes and Ladders' approach to behaviour, when used consistently allows all children to receive daily reward for demonstrating appropriate behaviour.</p> <p>Inadequate teaching has been removed and children are now receiving good teaching that is engaging and reducing inappropriate behaviours in class. This is having a positive impact upon progress and attainment for all groups of children.</p> <p>Pupil premium funding is also used to offer pastoral support to disadvantaged pupils and their families. Relevant support has been put into place for families and as a result, school and families are working closely together with other agencies.</p> <p>Alongside other funding (Sports Premium), children have access to extra-curricular activity that has included tennis coaching/award scheme, musical tuition.</p>	<p>From Sept 2018 three new teaching staff will require CPD on use of positive behaviour policy. Expectations will be that all staff use the policy consistently. Where a child is moved down the play board it is expected that staff will offer the child incentives to move up the rungs and gain reward for doing so.</p> <p>Due to parental concerns regarding incidents of bullying, a review of current policy is underway to include; consistent monitoring, reporting of incidents, follow up of incidents, whole school approach to child/parent awareness. An updated policy will be shared with a selection of parents for their thoughts/suggestions. Children will then also be able to write a child friendly version.</p> <p>A reduction in exclusion is required. Role of pastoral staff to timetable support for children (Disadvantaged) who have been and are at risk of exclusion. Support from local authority inclusion team, application made for higher needs funding and behavioural support through JOGO.</p> <p>Staff awareness of how to deal with inappropriate behaviour and that this starts with quality first teaching and that a procedure must be followed.</p> <p>Consistent use of school values/vision is expected throughout the school. At all times Care, build, follow, think is referred to.</p> <p>Continue to offer disadvantaged children opportunities for extracurricular learning to include musical tuition.</p> <p>Smaller year 6 class due to high number of children in 2018/19 cohort in receipt of pupil premium funding and/or SEND. (25% of cohort in receipt of pupil premium funding or which 60% are on SEND register).</p>
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CARE – BUILD – FOLLOW - THINK