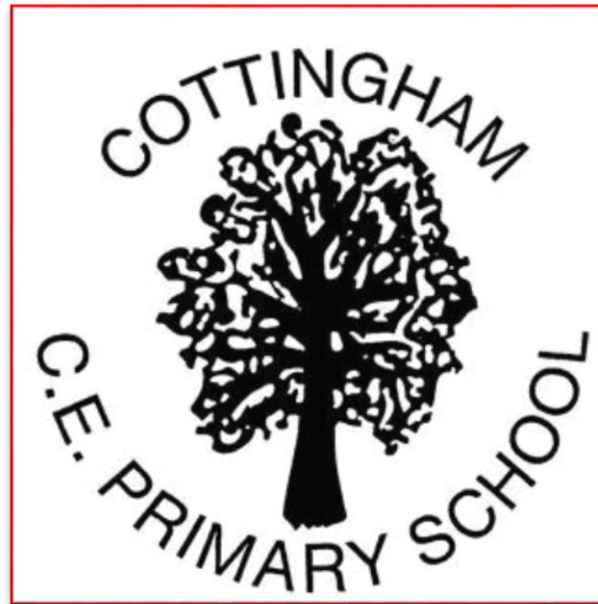


# Pupil Premium/Disadvantaged Pupils - Review Of Expenditure/Actions

2018-2019

Cottingham CofE Primary School



[www.cottinghamprimary.co.uk](http://www.cottinghamprimary.co.uk)

## 1. Review of expenditure

Academic year		2018/19	
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.			
<b>i. Quality of teaching for all</b>			
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria?	Lessons Learned: What will continue? What changes will be made?
<p><b>Expected Progress</b> – 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><b>Greater Depth</b> – An increased % of Disadvantaged children achieving Greater Depth outcomes in Reading, Writing and Maths at the end of the 2018/19 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>Awareness of vulnerable is good due to consistent and timely sharing of provision maps. It is now the expectation that class teachers will update the provision maps with targets and will support and in some cases lead intervention. Targets are now SAMRT and updated half termly where required. Mostly, children receive in-class support in addition to planned intervention, <b>'Additional teacher / TA support whole class: This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including: Feedback (+8 months) &amp; Small Group Tuition (+4 months).'</b> EFF</p> <p>Any intervention for vulnerable groups is used to close the gaps with non-disadvantaged pupils. The purchase and implementation of Pira (Reading) and Puma (Maths) assessments has allowed staff to plan for gaps in specific learning. <b>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</b> EFF</p> <p>All staff receive annual performance management with reviews half yearly. A part of the target setting process, teaching staff have targets linked directly to children making expected/better than expected progress. As a result, intervention over and above that highlighted on provision maps is implemented.</p> <p>Trust wide moderation is now well established and allows good staff development in assessing written work and highlighted areas of improvement required. Further in-school moderation has been planned and carried out also.</p>	<p>After discussions with local primary school, changes to provision maps and planning intervention. Wave 2 intervention to be planned for children not reaching ARE and will receive weekly GAPS intervention. Wave 3 intervention will focus on SEN/Disadvantaged pupils requiring daily support in reading, writing and maths. This is a more manageable approach for staff to plan for and deliver.</p> <p>Second year of using consistent assessment approach of Pira (Reading) and Puma (Maths). Termly assessments will take place following which, class teacher will analyse GAPS and this will inform intervention. Children chosen for intervention will be fluid and dependent on needs.</p> <p>Further Maths Mastery CPD planned for and consistent approach to teaching maths is again used in class. ALL children remain in class with no children missing reading, writing and maths during this time. Effective teaching of maths to be monitored as part of QFT.</p> <p>Talk 4 Writing is having a positive impact upon writing across the school. All staff will continue to receive CPD and Talk 4 Writing will be taught consistently throughout the school. With development of new approach to the curriculum, a similar style of teaching will be expected within foundation subjects (Learning QUEST)</p> <p>Year 5 (19/20) disadvantaged children to have focus and will receive regular intervention and support within class. From January 2020, teaching assistant apprentice will be timetabled to support in KS2 including year 5. (19% pupils in year 5 disadvantaged) (23% pupils in year 6 disadvantaged although all but one pupil making expected progress)</p> <p>As per previous year, whole school focus upon improving % of children reaching greater depth in reading, writing and maths.</p>

	<p>Introduction of Maths Mastery 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>Maths Mastery approach to the delivery of whole school maths teaching is now well embedded. All children now receive daily maths mastery lessons. Throughout the year, the Maths subject lead has delivered CPD for teaching staff. Staff are more confident of the new approach to teaching maths. <b><i>'Maths: On average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches" EEF</i></b></p> <p>Talk 4 writing is now well established as the means to teach literacy and in particularly writing across the whole school. The literacy subject lead has delivered staff CPD and all staff are more confident in the approach to teaching writing. Teaching staff have also attended training at local accredited T4W school. A similar approach is also now being used to teach Reading across the school.</p> <ul style="list-style-type: none"> <li>- <i>KS1 – Almost 100% expected progress made for children (3) in year 1 and 2. Where one children didn't make expected progress in writing , teacher aware of gaps and support/intervention provided.</i></li> <li>- <i>KS2 – 33% of children in year 4 have not made expected progress from their KS1 starting points. These children are also SEN and have intervention/support. Upper KS2 expected progress is a similar picture to KS1 with mostoy expected progress made.</i></li> <li>- <i>Greater Depth – Currently only a small percentage of disadvantaged children are achieving greater depth standard in Reading, writring and maths.</i></li> </ul>	<p>Targets for children to reach greater depth will be set as part of annual teacher performance management.</p>
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<b>ii. Targeted support for Disadvantaged children.</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons Learned: What will continue? What changes will be made?</b>
<p><b>Phonics</b> - % of Disadvantaged children passing phonics screening test will increase and close the gap with those not Disadvantaged (Others)</p> <p><b>*(Also see above – Quality of teaching for all)</b></p> <p><b>EYFS</b> – 100% of Disadvantaged children achieving GLD and making good progress from 2018 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 to low level of support at home. Writing intervention in order to support him to achieve a good level of development.</p>	<p>Daily phonics sessions were consistent and well planned. Carefully planned groupings allowed for consistent approach to teaching of phonics. Where required small number of KS2 children (Year 3) joined with KS1 for intervention and close the gaps in their own phonic knowledge.</p> <p>Reading is now taught as a standalone subject. Class teachers plan reading so that throughout the week all children receive QTS support in small groups. Comprehension and reading for enjoyment is covered during these sessions.</p> <p>As a result of intervention and regular small group work, disadvantaged child met expected phonics standards. Whole cohort were in line with national expected outcomes.</p> <p>One disadvantaged child in EYFS left the school throughout the year. Other children mostly made good progress in majority of EYFS areas of learning. Writing, number and speaking and listening had lower % of children making expected progress from starting points.</p>	<p>RWI CPD planned for September 2019. This will give all KS1/FS staff up to date training and CPD regarding the delivery of daily phonics in KS1. Where appropriate, KS2 children will receive intervention to close GAPS. 19/20 no PP children in year 1 and only 1 child year 2.</p> <p>Reading to continue to be taught in class daily. Timetable planned for classes to have support staff. Small groups receive QFT sessions per week. Reading intervention (see above) to plan for GAPS in knowledge and understanding.</p> <p>The Love of reading developed further across the school.</p>
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons Learned: What will continue? What changes will be made?</b>

<p><b>Attendance -</b> 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>Annually award Bronze, Silver and Gold medals for appropriate attendance above 96%.</p>	<p>Admin staff monitor attendance on a daily basis. As a result all attendance is monitored and a record is provided of reason for child's non-attendance.</p> <p>Regular communication between admin and HT ensures that procedures are consistent and adhered to where there is a requirement that attendance improves. At the end of each term a letter is sent out to parents at different stages of attendance. As a result, parents are far more aware of the importance of attendance for their child's learning.</p> <p><b>'Supporting whole-school strategies to address non-academic factors e.g. improving attendance, behaviour and readiness to learn (social and emotional factors.)' EFF</b></p> <p>Class attendance award is issued termly with class receiving a multi day in recognition for good behaviour. As a result of needs and parent feedback, this has now replaced the need for other awards including end of year individual recognition for example.</p> <p>At the end of 2018-19 whole school attendance was above national average and slightly below school own targets. Approximately 17% of children with annual attendance below 95% were those in receipt of PP funding.</p>	<p>Continue with current whole school strategies for raising awareness of the importance of attendance. First contact to be made from office and then attendance of children falling below 95% will be monitored as per 18/19.</p>
<p><b>Nurture –</b> 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>Where required and appropriate, disadvantaged children have been invite to both before and after school provision. This has been the case where lateness was an issue, or to assist with improving behaviour for example. 8 children attended extra-curricular activity as a result of invitation to this provision.</p> <p>11 children have benefited from the PP funding and attended extra-curricular visits. Visits have both been education to assist with learning and also to Young Voices music concert for example.</p> <p>Music tuition has been offered this year and as a result 12 children have received weekly instrumental tuition in drumming, guitar and ukulele. At the end of these sessions, disadvantaged children have performed to the whole school/parents in a musical concert. <b>'Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social</b></p>	<p>Successful approach to including disadvantaged children in before/after school wrap around care to continue as per 18/19. Less funding 19/20 will result in offer of selected provision. Letter/leaflet advertising what is offered sent out to parents Sep 19/20.</p> <p>New curriculum offers children a WOW/BOOM activity. This is planned by staff and when appropriate will include visits out of school. Continue with offer of free selected visits for disadvantaged pupils ensuring that all children receive this introduction to the Learning QUEST.</p> <p>Musical tuition in well received at Cottingham. As well as one class per year receiving tuition, children have access to individual/small group tuition. This will continue 19/20 and offer made to disadvantaged children to fund selected tuition. Self-good impact seen. Children expected to perform to whole school at the end of term, again building self-esteem and confidence.</p>

	<p>Targeted pastoral/welfare opportunities and experiences. To include friendship group/break time club for example.</p>	<p><b><i>'&amp; Emotional Learning' as moderate impact (+4 months).'</i></b> <b><i>EEF</i></b></p> <p>Where requested, uniform has been supplied as well as resources to improve behaviour. For example, a pool table was purchased and as a result behaviour of child has improved and table has been used by other children both before, during and after school.</p> <p>One to one provision has been in place throughout the year for one child and for another child towards the end of the year. As a result, attainment and progress has been improved for these children. To enable this provision, both PP funding has been used as has Higher Needs Funding. HNF has allowed for further planned hours and attendance on school trips/visits for example. Both pupils are now able to spend some time in whole class sessions as well as 1:1 where required. <b><i>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</i></b> <b><i>EEF.</i></b></p> <p>Pastoral lead and 1:1 staff have resulted in improved behaviour for children in receipt of the PP funding. Support/CPD offered by JOGO behavioural support has been used well with a number of strategies used to improve behaviour. Additional funding has allowed participation also at sporting events for example. <b><i>'The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.'</i></b> <b><i>EFF.</i></b></p> <p>As a result of PP funding, seven children have attended residential visits both in year 2 and year 6. As a result, children have improved social skills and made new friends within their own cohort.</p>	<p>Behaviour support funded with PP funding with HNF accessed for 19/20. This will provide 1:1 support for x2 pupils and will provide opportunities for children to receive QFT in whole class. 1:1 support to be used to provide daily rest breaks that allow children to be lesson ready. Intervention (as above) also planned outside of class time in reading, writing and maths. 1:1 support will reduce risk of fixed term exclusions for x2 children.</p> <p>Whole school behaviour strategy developed/amended so that children <b><i>'Live the Cottingham CofE values each day.'</i></b> It is expected that ALL children abide by these changes. On top of 1:1 offered, small group intervention will be planned for social skills/friendship groups. As per 18/19, weekly small group cookery sessions will be offered to children requiring support/intervention. Targeted behaviour interventions have high impact for children showing emotional or behavioural disorders.</p> <p>Where required, JOGO/Ed Psych support will be funded and partnership continued to support behaviour for individual pupils. Attendance at EHA meetings for example will be required and support of these agencies will be requested where appropriate.</p> <p>PP offer will continue to allow children to attend residential activity for 19/20. To include x1 year 2 and x6 year 6.</p>
<p><b><i>Learning Behaviours</i></b> – Introduction and development of new 'Rewards' policy to improve behaviour of ALL children through positive reward as</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</p>	<p>Good communication exists between parents and school. As a result, a consistent approach to adhering to the behaviour policy is met for example.</p> <p>In conjunction with the Sports Premium funding, disadvantaged children have had opportunities to attend</p>	<p>We will continue to support whole-school strategies to address non-academic factors e.g. improving attendance, behaviour and readiness to learn (social and emotional factors). This will include consistent communication with parent/carers and approach to policy for example.</p>



<p>individual/team. All linked to school values of Care, Build, Follow, think.</p>	<p>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/break time 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>extracurricular sporting events/competition. A highlight of this was one disadvantaged children being part of a winning year 3/4 football team.</p> <p>Social intervention has been planned for and provided for children in the form of cookery sessions and friendship support groups for example. Small numbers in these groups have ensured that children are able to improve their social skills and transfer into daily situations. Well-being groups have also been organised and used to support children to self-regulate their emotions for example. <b><i>‘Readiness for Learning: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.’ EFF.</i></b></p> <p>High expectations for behavior are very much apparent across the whole school. ‘Living the Cottingham CofE values each day’ is displayed and used regularly. Through daily acts of worship, the children are reminded to use God’s help to care, build, follow and think. Children are now very, much aware of their role and how they can abide by these values each day.</p>	<p>Sports Premium/PP funding will be utilised to offer disadvantaged children the opportunity to participate in extra-curricular activity including sporting competition for example. This proved successful in 18/19 where self-esteem and confidence was concerned.</p> <p>Whole school behaviour strategy developed/amended so that children <b><i>‘Live the Cottingham CofE values each day.’</i></b> It is expected that ALL children abide by these changes. On top of 1:1 offered, small group intervention will be planned for social skills/friendship groups. As per 18/19, weekly small group cookery sessions will be offered to children requiring support/intervention. Targeted behaviour interventions have high impact for children showing emotional or behavioural disorders.</p>
<p><b>Total Expenditure 18/19</b></p>			<p><b>£29,668.40</b></p>
<p><b>Summary of Expenditure 18/19</b></p>			<p>£3119 (Extra Curricular clubs)          £13.40 (Uniform)          £1993 (Musical tuition)          £173 (Trips)          £1049 (Residential)          £18070 (Staffing)          £288 (Resources)          £360 (Assessments)          £2084 (Additional 1:1)          £2519 (Lunch support)</p>

**With God’s help we CARE – BUILD – FOLLOW - THINK**