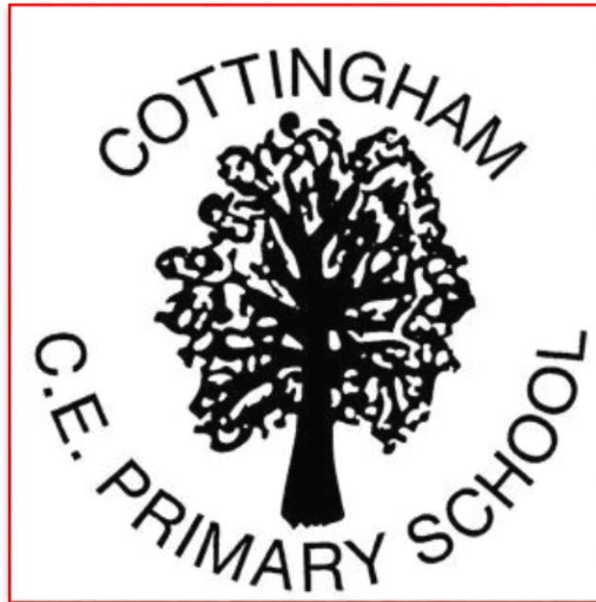


Pupil Premium/Disadvantaged Pupils Target Setting/Action Plan

2019-2020

Cottingham CofE Primary School



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1. Summary information					
School	Cottingham CofE Primary School				
Academic Year	2019/20	Total PP budget	£19,910	Date of most recent PP Review	N/A
NOR	130	Number of pupils eligible for PP *0 Services Pupils	11	Date for next internal review of this strategy	Feb 2020

(KS2) Current attainment (End of 2018 - 2019)

	Pupils eligible for PP (5)	Pupils not eligible for PP (15)	All (20)	National Benchmark (PP)
% achieving expected standard or above in reading, writing and maths combined	80%	60%	65%	65% (71%)
% achieving higher standard in reading, writing and maths combined	0%	13%	10%	11% (13%)
% achieving expected standard or above in reading	80%	73%	75%	78% (78%)
% achieving higher standard in reading	20%	53%	45%	27% (31%)
% achieving expected standard or above in writing	100%	67%	75%	78% (83%)
% achieving higher standard in writing	0%	20%	15%	20% (24%)
% achieving expected standard or above in maths	100%	67%	75%	79% (84%)
% achieving higher standard in maths	20%	27%	25%	27% (32%)
% achieving expected standard or above in GPS	100%	67%	75%	75% (83%)
% achieving higher standard in GPS	20%	40%	35%	36% (41%)
Progress Score - Reading	1.21	3.14	2.6	0.03 (0.32)
Progress Score - Writing	1.39	-0.88	-0.25	0.03 (0.27)
Progress Score - Maths	1.29	-3.42	-2.1	0.03 (0.37)
Average Scaled Score - Maths	105.0	102.5	103.2	105.0 (106.1)
Average Scaled Score - GPS	104.6	105.6	105.4	106.3 (107.4)
Average Scaled Score - Reading	104.6	107.4	106.7	104.4 (105.5)

(KS1) Current attainment (End of 2018 - 2019)

At the end of KS1 (Year 2), 2/17 children were in receipt of pupil premium funding. Both children achieved ARE in reading, writing and maths and made expected progress from EYFS – KS1. This is mostly in line with non – disadvantaged children at ARE (Reading 100%, writing 87% and maths 93%)

2. Barriers to future attainment (Disadvantaged)

In-school barriers *(issues to be addressed in school as evidenced from 2018/19)*

A.	Gaps preventing children (4/5) working at ARE reaching Greater Depth (Year 6 19/20)
B.	Gaps preventing children (2/3) working at Below reaching ARE (Year 5 19/20)
C.	Gaps preventing children (2/2) working at ARE reaching Greater Depth (Year 3 19/20)
D.	Disruptive behaviour preventing children (2/3) working towards ARE (Year 5 19/20)

External barriers *(Issues which also require action outside school, such as low attendance rates)*

E.	Lack of active/musical extra-curricular opportunities outside of school.
F.	Attendance and communication/engagement between the school and PP parents.

3. Outcomes 2019/20

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.	Children currently working at ARE achieve Greater Depth in Reading, writing and maths by end of 2019/20.
B.	Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.	Children currently working at Below ARE achieve ARE in Reading, writing and maths by end of 2019/20.
C.	Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.	Children currently working at ARE achieve Greater Depth in Reading, writing and maths by end of 2019/20.
D.	Successful behavioural support/strategies provided for all children including SEN Year 5.	Risk of fixed term exclusion is reduced and children make good progress by end of the year. Both children achieve ARE in Reading, Maths.

E.	Disadvantaged children (11) to take part in active/musical opportunities provided in school time.	100% take up of participation at active/musical opportunities offered to PP children with improved self-esteem as a result.
F.	Good Attendance in line with peers and communication/engagement between the school and PP parents improves further.	Strategies for engaging and communication with parents are good and constantly improving. Parents receive timely communications regarding support offered for PP children.

4. Planned expenditure

Academic year	2019/20
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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	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>A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.</p> <p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.</p>	<p>Whole school academy improvement focus upon QFT ensuring less intervention outside of classroom required.</p> <p>Embed Talk for Writing and Mastery approaches to teaching Maths, Reading and writing.</p> <p>Improve the role of teaching assistants to support learning and teaching of RWI for example.</p>	<p>EEF toolkit explains that on average, maths mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>Talk for Writing is a well established and powerful method for developing speech and language and writing skills. It is based on the principles of how children learn and it is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</p> <p>Evidence suggest that TA's can have a positive impact on academic achievement.</p>	<p>During monitoring/learning walks of lessons including foundation subjects.</p> <p>Staff attend CPD both lead by CW/FW and throughout the MAT.</p> <p>All KS1 staff have up to date CPD with RWI and current practise/delivery amended as a result.</p>	AS (CW/FW)	Termly (Aut, Spr) and at the end of 2019/20.
A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.	Whole school academy focus on delivering National Curriculum to include Intent and Implementation.	Benefits of broad and balanced curriculum. Delivered well, the curriculum has the potential to enthral and engage all of our pupils and is	<p>During monitoring/learning walks of lessons including foundation subjects.</p> <p>Staff attend CPD both lead by CW/FW and throughout the MAT.</p>	FW (AS/CW)	Termly (Aut, Spr) and at the end of 2019/20.

<p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.</p>	<p>Teacher focus on provision within lesson for PP/SEN.</p> <p>Staff awareness of their role in delivering the National curriculum to all pupils including PP/SEN.</p> <p>Re-design and update of our approach to delivering the National Curriculum. Focus on sequence of learning and rewrite of our intent, implementation and impact statements.</p>	<p>planend so that it is relevamt to them and the localilty/world that they live in.</p>			
<p>A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.</p> <p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.</p>	<p>Updated approach to intervention to include rapid intervention timetabled and used appropriately.</p> <p>Wave 3 intervention planned daily (and as required) for children within vulnerable groups. (PP/SEND)</p> <p>Embedded use of Pira/Puma assessments to allow teachers to look at gaps in knowledge and understanding.</p>	<p>EEF toolkit indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Evidence suggest thatTA's can have a positive impact on academic achievemnet.</p>	<p>During termly pupil progress meetings focussing on progress within Pira/Puma assessments and through looking at progress from starting points in pupils books.</p> <p>All KS1 staff have up to date CPD with RWI and current practise/delivery amended as a result.</p>	<p>AS (CW/FW)</p>	<p>Termly (Aut, Spr) and at the end of 2019/20.</p>
<p>A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.</p> <p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP</p>	<p>Teachers/adults focus on providing high-quality, relevant and tailored verbal feedback to pupils in the lesson itself and in subsequent lessons by adapting planning to meet needs by addressing misconceptions quickly and challenging pupils effectively.</p>	<p>Providing high-quality feedback to pupils is intregral to effecive teaching. EEF toolkit suggets that the provison of high quality feedback can lead to an average of 8 additioanl months progress over the course of a year.</p>	<p>Through INSET delivered Sept 2019. Then by further reflecting on and reviewing through book monitoring, staff INSET etc.</p> <p>Updated marking and feedback policy that reduces teacher workload with an emphasis of peer-peer marking.</p>	<p>AS (CW/FW)</p>	<p>Termly (Aut, Spr) and at the end of 2019/20.</p>

children working at ARE in year 3.					
Total Aproximate budgeted cost					£7000

ii. Targeted support for Disadvantaged children.					
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>A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.</p> <p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.</p>	<p>Individualised and targeted support/rapid intervention for children who are on the cusp of achieving expected (Or Greater Depth)</p> <p>Pupils as identified above will receive additional support during/after a lesson used to accelerate their progress and reach their expected level of attainment.</p> <p>When planning teaching sequences, teachers to give careful consideration and know the intentions for PP/SEN children to enable progress within a lesson.</p>	<p>Well targeted and incisive interventions/support will focus on PP pupils who are on the verge of expected (Or Greater Depth). Children will be identified following data analysis termly.</p>	<p>Communication individuals/groups of children who are in receipt of the PP funding. High expectations placed on staff to plan carefully so that these children (SEND) have opportunities to make expected progress/better than expected progress.</p> <p>Data analysis ensures rapid response so that intervention/planning can be adjusted to meet the needs of PP children.</p> <p>Book monitoring/learning walks identify other approaches being used by teachers for PP children (SEND)</p>	AS	Termly (Aut, Spr) and at the end of 2019/20.

<p>A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.</p> <p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.</p>	<p>RWI intervention groups/Phonics interventions and catch up session (Including Fresh Start)</p>	<p>Importance of phonics in the EYFS/KS1 curriculum is in place. As a result of updated CPD, further plans to ensure effective intervention is in place. (For children in KS2 – bespoke and individualised support is planned for)</p>	<p>KS1 teacher assessments and provision maps used to inform teachers the current understanding of pupils. Smaller targeted and well planned for groups to receive daily RWI intervention. Timetables altered accordingly to allow for full RWI programme to take place.</p> <p>For those children who are behind year group expectations there will be interventions available where necessary. Daily phonics catch up for example and Fresh Start programmes to be used.</p> <p>Pupils who have not grasped a particular sound will have rapid follow up ensuring that they do not fall behind their peers.</p>	<p>CW</p>	<p>Termly (Aut, Spr) and at the end of 2019/20.</p>
<p>A - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 6.</p> <p>B - Gaps in knowledge/understanding are lessened for PP children working at Below in year 5.</p> <p>C - Gaps in knowledge/understanding are lessened for PP children working at ARE in year 3.</p>	<p>Interventions to support good progress reviewed and evaluated for effectiveness.</p> <p>Underperformance is addressed and additional support offered.</p>	<p>Our teachers and leaders collect, analyse and use data successfully to identify pupils' learning needs and review progress regularly.</p> <p>Staff performance management focused on raising standards and closing the gap between PP and Non PP children has resulted in good attainment (2018/19 KS2) and better staff awareness of their role in meeting the needs of all children.</p>	<p>The whole school assessment cycle that takes place three times a year is used effectively and communicated with teachers so that future planning and intervention etc can be planned for.</p>	<p>AS</p>	<p>Termly (Aut, Spr) and at the end of 2019/20.</p>
<p>Total Approximate budgeted cost</p>					<p>£6000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>D - Successful behavioural support/strategies provided for all children including SEN Year 5.</p>	<p>Role of pastoral lead focussed on supporting disadvantaged children and their families.</p> <p>HNF received to provide 1:1 support to ensure that children close the gaps withy peers.</p> <p>Consistent approach to behaviour management of all children including PP children.</p>	<p>EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</p> <p>Readiness for Learning: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." (EEF toolkit)</p>	<p>1:1 timetables for children planned from Sept 2019 to include access to curriculum learning, social interaction at break/lunch time and through social skills groups for example.</p> <p>Seek support from NCC with Higher Needs Funding to ensure 1:1 support is possible. Reduce the risk of fixed and/or permanent exclusion.</p> <p>Through EHA, other agencies, school and parents are consistent in their approaches and communication of expectations for example.</p>	<p>AS/SC</p>	<p>Termly updated support/timetable as required.</p>
<p>E - Lack of active/musical extra-curricular opportunities outside of school.</p>	<p>Extra-curricular opportunities provided.</p>	<p>Extra-curricular opportunities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs etc., these children are more likely to embrace the whole school environment which could have a positive impact on their attainment and progress (attendance also)</p> <p>Music, adventure activity and sports skills can form the foundation of life long interests, as well as the health and obesity agenda in society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</p> <p>EEF research shows that until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress.</p>	<p>PP funding offer to parents to subsidise extra-curricular activity including after school/before school provision and instrumental tuition.</p> <p>Expectations of children attending musical tuition to perform to peers in whole school concert.</p> <p>Planned staffing that will allow children to attend extra-curricular provision including sporting events for example.</p>	<p>AS</p>	<p>End of academic year.</p>
<p>E - Lack of active/musical extra-curricular opportunities outside of school.</p>	<p>Subsidising of curriculum visits/residential.</p>	<p>Some of our school curriculum visits are funding through our PP offer to parents. This includes Y2, 4, and 6 residential visits to Beaumanor Hall and Rock UK. School trips can make a major contribution to the acquisition of</p>	<p>PP funding offer to parents to subsidise extra-curricular activity including curriculum visits and residential visits.</p>	<p>AS</p>	

		<p>knowledge and development of skills (Including social skills) Studies of the man-made world, the present and the past, science and arts, language and music can all be enhances outside of the classroom.</p> <p>Music, adventure activity and sports skills can form the foundation of life long interests, as well as the health and obesity agenda in society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</p> <p>EEF research shows that until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress.</p>			
F - Good Attendance in line with peers and communication/engagement between the school and PP parents improves further.	Review of attendance data continues.	<p>This needs to be maintained with consistent approach to tackling attendance below 95% allowing our PP children to access the QFT and targeted support/extra-curricular opps in place.</p> <p>EEF research shows that readiness for Learning: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>Termly review meeting between HT and admin/pastoral lead. Any direct pastoral support to improve attendance in place. (Where appropriate DSL involvement)</p> <p>Consistent use of stage 1-3 letters informing parents of attendance and our expectations. Where required 1:1 meeting with parents to address low/decline in attendance.</p>	AS (CS/SC)	Termly x6 per year.
				Total Approximate budgeted cost	£9150
				Total Approximate Expenditure	£22150

With God's help we CARE – BUILD – FOLLOW - THINK