

Pupil premium strategy statement – Cosgrove Village Primary School

1. Summary information					
School	Cosgrove Village Primary School				
Academic Year	17-18	Total PP budget	£8900	Date of most recent PP Review	Sep 17
Total number of pupils	63	Number of pupils eligible for PP 2017-2018	1 Ever 6 4 Post LAC	Date for next internal review of this strategy	Autumn 2018

2. Current attainment		
	<p><i>Pupils eligible for PP 2016-2017</i> <i>(KS2 – 4 Ever 6, 2 Post LAC, KS1 – 1 Post LAC)</i></p> <p><i>(Comparison to previous year 2015-2016 in brackets)</i></p>	<p><i>Pupils not eligible for PP 2016-2017</i> <i>(61 Children)</i></p> <p><i>(Comparison to previous year 2015-2016 in brackets)</i></p>

<p>% achieving combined or above in reading, writing & maths – Summer 2 2016- Summer 2 2017 – year groups 1-6</p>	<p>Yr1 – 0% (100%) Yr2 – None Yr3 – None (100%) Yr4 – 0% (0%) Yr5 – 0% (33%) Yr6 – 0% (none)</p>	<p>Yr1 – 78% (50%) Yr2 – 33% (73%) Yr3 – 63% (55%) Yr4 – 50% (83%) Yr5 – 71% (83%) Yr6 – 71% (38%)</p>
<p>% making 3 points progress or more in reading - Summer 2 2016 – Summer 2 2017 - year groups 1-6</p>	<p>Yr1 – 100% (100%) Yr2 – None Yr3 – None (100%) Yr4 – 0% (100%) Yr5 – 100% (100%) Yr6 – 0% (none)</p>	<p>Yr1 – 100% (25%) Yr2 – 75% (78%) Yr3 – 86% (73%) Yr4 – 89% (43%) Yr5 – 100% (100%) Yr6 – 83% (100%)</p>
<p>% making 3 points progress or more in writing - Summer 2 2016 – Summer 2 2017 – year groups 1-6</p>	<p>Yr1 – 100% (100%) Yr2 – None Yr3 – None (0%) Yr4 – 0% (100%) Yr5 – 100% (50%) Yr6 – 100% (none)</p>	<p>Yr1 – 100% (0%) Yr2 – 100% (56%) Yr3 – 100% (45%) Yr4 – 78% (86%) Yr5 – 83% (67%) Yr6 – 100% (71%)</p>

<p>% making 3 points progress or more in maths - Summer 2 2016 – Summer 2 2017 – year groups 1-6</p>	<p>Yr1 – 100% (0%)</p> <p>Yr2 – None</p> <p>Yr3 – None (0%)</p> <p>Yr4 – 0% (67%)</p> <p>Yr5 – 100% (100%)</p> <p>Yr6 – 100% (none)</p>	<p>Yr1 – 100% (25%)</p> <p>Yr2 – 50% (100%)</p> <p>Yr3 – 86% (64%)</p> <p>Yr4 – 78% (28%)</p> <p>Yr5 – 100% (34%)</p> <p>Yr6 – 100% (71%)</p>
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Combined	Whole cohort (9)	PP (2)	Non PP (7)
Achieving 100+	56%	0%	71%
National			

Reading	Whole cohort (9)	PP (2)	Non PP (7)
Achieving 100+	56%	0%	71%
National			
Average scale score	101	88	104
National			

Maths	Whole cohort (9)	PP (2)	Non PP (7)
Achieving 100+	67%	0%	86%
National			
Average scale score	101	89	105
National			

Writing	Whole cohort (9)	PP (2)	Non PP (7)
Expected or above	78%	50%	86%

Key stage 2 2017 SAT results (2018 results)

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 which do not enable effective communication	
B.	HLTA and Teaching Assistant support not maximised.	
C.	Attitudes and dispositions to learning for PP children needs to be built upon and a continuing focus. (Growth Mindset and Metacognition).	
D.	Concentration, readiness for learning and sensory difficulties	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Enrichment opportunities for PP children needs to be widened so that all PP children can benefit.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	High quality interventions provided to ensure all PP children 'have a voice' and effective means of communication (orally and written)	Provision Map shows all speech and language interventions and shows positive impact of intervention work for PP children.

B.	Quality of interventions (in terms of impact) and support from SENCo, HLTA and Teaching Assistants (in terms of maximising time and impacting on progress) improved.	Provision Map evidences interventions and additional class support that clearly impacts on positive outcomes for PP children. Planning from teachers maximises the support from HLTAs and Teaching Assistants
C.	Children know 'how to learn' and the attributes that make a 'good learner' and the strategies to use to support progress to be made.	Children actively demonstrate 'Growth Mindset' attributes when learning and an understanding of 'how to learn' as independent learners.
D.	Settle PP children into the school day through the use of sensory circuits. Ensure they are ready or learning, concentration levels are consistent and understand their sensory profile.	PP children are ready to learn at the start of the day, can maintain levels of concentration and staff have a greater understanding on PP children's sensory needs.

E.	More PP children experiencing enrichment opportunities.	Enrichment experiences raising aspirations for PP children and inspiring children to learn.
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5. Planned expenditure

Academic year

2017-2018

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
C: Children know 'how to learn' and the attributes that make a 'good learner' and the strategies to use to support progress to be made.	<p>Growth Mindset – Introduced to the whole school September 2017.</p> <p>HLTA to cover teachers to enable them to have 1:1 progress and target setting meetings with all children including PP children.</p>	<p>EEF - Pupils who received the growth mindset workshops made an average of two additional months' progress in both English and Maths - the finding for English was close to statistical significance, and this suggests evidence of promise. The professional development intervention led to higher scores on the growth mindset measurements for pupils eligible for FSM and this finding is secure.</p>	<p>SLT, SENCo, HLTAs, Teachers and Teaching Assistants all working together.</p> <p>Learning Walks and Observations.</p> <p>Feedback from Teachers, Teaching Assistants, HLTAs and Children</p> <p>Tracking progress of PP children.</p> <p>Marking and children' responses to marking.</p>	<p>Executive Head.</p> <p>Shared with Governors, Teachers and Teaching Assistants</p>	<p>Summer 2018</p> <p>Growth mindset resources: £75</p> <p>HLTA time to release teachers: £450</p>

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
A: High quality interventions provided to ensure all PP children 'have a voice' and effective means of communication (orally and written)	HLTA to deliver specific speech and language programmes for PP children – 1 hour per week	Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Monitoring of speech and language sessions Feedback from HLTA and teachers Progress in reading and writing by PP children over time on school tracking system	RO HLTA - SA	Summer 2018 Cost: £415 for HLTA to deliver

<p>B: Quality of interventions (in terms of impact) and support from SENCo, HLTAs and Teaching Assistants (in terms of maximising time and impacting on progress) improved.</p>	<p>HLTA support for 5 mornings per week to support PP children in maths and English in classes.</p> <p>Interventions and support delivered to target vulnerabilities and barriers to learning identified on spreadsheet.</p> <p>SEN intervention folders for every child and updated by teachers, HLTAs and teaching assistants.</p> <p>Post-learning opportunities (assembly times) used by teachers, HLTAs and teaching assistants to give feedback, address misconceptions quickly and to help embed new knowledge and skills.</p>	<p>EEF toolkit suggests that targeted interventions matched to students with specific needs can be effective. Small group interventions with highly qualified staff have shown to be effective, as highlighted in evidence sources such as Visible Learning by John Hattie.</p> <p>Many different evidence sources e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment.</p>	<p>SENCo, HLTAs, Teachers and Teaching Assistants all working together.</p> <p>Monitoring of interventions.</p> <p>Learning Walks and Observations.</p> <p>Scrutiny of 'Monitoring Impact of Interventions' grids – clear initial assessments and end assessments with impact of interventions evidenced.</p> <p>Annotated planning.</p> <p>Feedback from Teachers, Teaching Assistants, HLTAs and Children</p> <p>Tracking progress of PP children using school tracking system.</p>	<p>RO</p> <p>Shared with Governors, Teachers and Teaching Assistants</p>	<p>Summer 2018</p> <p>HLTA in class support cost: £3600</p> <p>HLTA intervention/booster group cost: £1875</p>
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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?
<p>D: Settle PP children into the school day through the use of sensory circuits. Ensure they are ready or learning, concentration levels are consistent and understand their sensory profile.</p>	<p>Introduce sensory circuit programme for PP children to focus concentration in readiness for the day's learning.</p> <p>To encourage the development of the child's sensory processing skills</p> <p>Provide training for staff who work with PP children to implement the sensory circuit programme.</p>	<p>EEF - Neuroscience evidence suggests that physical exercise can influence brain function and structure, both immediately and in the long-term.</p> <p>EEF - A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning.</p>	<p>PE and well-being leader to monitor effectiveness of implementation through observations and feedback from staff and children.</p> <p>SENCo to monitor impact on outcomes for PP children and attitudes to learning through observations and book scrutinies.</p>	<p>HM – PE and well-being leader</p> <p>Shared with Governors, Teachers and Teaching Assistants</p>	<p>Summer 2018</p> <p>Cost of training: £150</p>
<p>E: More PP children experiencing enrichment opportunities.</p>	<p>Scrutinise which PP children access opportunities for music lessons, breakfast club and extra curricula activities and how additional curricular activities and trips subsidised.</p> <p>Consider how we promote use of PP money so more parents access these opportunities.</p>	<p>Raise aspirations and provide enrichment opportunities.</p> <p>Provide social opportunities for PP.</p>	<p>Monitor number of children accessing funding opportunities through the year.</p>	<p>RO</p> <p>Shared with Governors, Teachers and Teaching Assistants</p>	<p>PP support funds available:</p> <p>After school clubs: £450</p> <p>Breakfast club: £1485</p> <p>School trips: £200</p> <p>Music tuition: £200</p>

Funding costs: A: £415 for HLTA B: £5475 for HLTA C: £525 for HLTA and resources D: £150 for CPD for staff E: £2335 available for enrichment opportunities	
Total costing	£8,900

B. Review of expenditure**Academic Year****2017-2018 (Due Summer 2018)**

i.

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

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Total budgeted costs:				