

Pupil premium Strategy for 2017-18

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| School | | | | |
| Academic Year | 2017/18 | Total PP budget | £104,000 | |
| Total number of pupils | 389 | Number of pupils eligible for PP | 79 | Nov 2017 |

| 8 pupils KS1 | | |
|------------------------|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils eligible for PP (national average)</i> |
| % achieving in reading | EXP 46% GDS-25% | EXP 60% GDS-28% |
| % achieving in writing | EXP 63% GDS- 25% | EXP 72% GDS-16% |
| % achieving in maths | EXP 88% GDS-38% | EXP 79% GDS-23% |

| 19 pupils KS2 | 1. Current attainment KS2-2016-2017 | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils eligible for PP (national average)</i> |
| | | |
| % achieving in reading, writing and maths | EXP 47% GDS 0% | EXP 67% GDS 11% |
| % achieving in reading | EXP 47% GDS 21% | EXP 77% GDS 29% |
| % achieving in writing | EXP 63% GDS 11% | EXP 81% GDS 21% |
| % achieving in GPS | EXP 53% GDS 21% | EXP 61% GDS 35% |
| % achieving in maths | EXP 68% GDS 5% | EXP 80% GDS 27% |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | Current achievement gap in KS2 in Expected level in reading and GPS | |
| B. | Current achievement gap in KS2 in reading, writing and maths in achieving Greater Depth | |
| C. | Attendance among Pupil Premium pupils continues to be lower than whole-school and national levels | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| D. | Parental engagement among disadvantaged pupils | |
| 3. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To ensure % achieving expected levels in reading and GPS in 2018 are better than national FSM Ever 6 averages and in line with non-FSM pupils within school. | KS2 achievement will be 81% in reading and 81% in GPS or better |
| B. | To ensure % achieving greater depth in reading, writing and maths combined in 2018 are better than national FSM Ever 6 averages and in line with non-FSM pupils within school. | KS2 Greater Depth achieving will be 17% in combined reading, writing and maths or better |
| C. | Attendance in line or above national expectations. Last year was 95.17% among Ever 6 pupils compared with 96.4% among non – Ever 6 pupils, which was broadly in line with national. | Monitoring of attendance visits and following up with parents |
| D. | Increased attainment for disadvantaged and G&T pupils, through interventions and groups run by Senior Leader | Increased progress % for all and closing of gap between PP and non PP |
| E. | Continue to strive to increase parental engagement, particularly among new parents to the school | High attendance at parental workshops, assemblies and positive feedback from parents on Parent view. |
| F. | Continue to strive to increase life experiences, opportunity and cultural enrichment | Positive feedback from parents, increased cultural offer in school |

| 4. Planned expenditure | | | | | |
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| 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 | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Parental Engagement improvement | Parental workshops | Parents continue to be given the opportunity to see what pupils are learning and doing in English, Maths and Topic work, with a hands on approach through the workshop model | Effectiveness will be monitored and teachers encouraged to deliver lessons appropriate to having parents there to experience them | SLT | July 2018 |
| Life experiences and cultural enrichment | Year group trips, residential and breakfast and after school clubs, including holiday clubs | Increased opportunity for disadvantaged pupils to fully enjoy Cotwall End offer by making activity clubs after school free. | Class trips will be evaluated to ensure maximum effectiveness in adding to curriculum and cultural engagement; clubs will be targeted towards extending life experience | Deputy | July 2018 |
| | | New Breakfast Club regime, costs being kept to a minimum to provide opportunity for disadvantaged pupils to utilise Cotwall End offer | SLT monitoring effectiveness of offer in clubs | SLT | |
| | | Introduction of residential trips in year 2,4 and 6; subsidised costs for ever 6 pupils | Staffing levels will be monitored to ensure maximum effectiveness of residential trips | SLT | |
| | | Dedicated sports coach to improve quality of provision in clubs | Sports Coach performance management by teacher to ensure clubs etc are covered | SLT | |
| | Whole school pantomime trip at Christmas time. | Increased opportunity for cultural enrichment by running whole school pantomime | Inclusivity of trip will ensure all can enjoy the opportunity | All | |

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| C: Increased achievement level | Colette Higgins to carry out extensive training in reading for all classroom staff | Achievement gap in reading will be addressed by more effective teaching | Training and an audit of resources together with rigorous monitoring will ensure an increase in achievement | SLT | Termly |
| | Anthony Reddy to carry out maths training with all staff members | Quality of teaching will be assured through extensive training and development to reinforce gains last year | Training will ensure an increase in achievement | SLT, Performance Managers | Termly |
| | Continue to utilise NDLP training opportunities to ensure all staff are fully skilled in delivering excellent lessons | Performance management meetings identify staff with development targets and ensure training can be targeted | NDLP training carries high reputation; regular monitoring will ensure it is utilised | SLT, Performance Managers | Termly |
| | Teachers to provide pupils with accurate and incisive feedback about how pupils can improve knowledge, skills and understanding | Monitoring of marking policy to ensure that feedback is effective in improving pupils' knowledge, skills and understanding. | Pupil Progress, Performance Management, observations will ensure that these are effectively used | SLT, Performance Managers | Termly |
| <p style="text-align: right;">Total budgeted cost</p> <p><i>Based on the cost of SLT time in meeting policy, lesson observations and book trawls for 38 school weeks Plus training costs for NDLP subscription, Anthony Reddy training and English training Plus subject audit and resource purchases for 2017-18</i></p> | | | | | £21,000 |

| ii. Targeted support | | | | | |
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| 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? |
| A: Parental Engagement Improvement | Increased marketing through school app, continuing to use newsletter, calendar of activities and encouragement of “open-door” policy | Parents need all information about school events and see this as a positive outcome; increased access for parents will ensure they see themselves as part of the school rather than customers | Use of app to be encouraged among parents as move to new technology takes hold | CW/Admin | July 2018 |
| | Parents invited in to assemblies for year groups | Parents sharing in celebrating the work of classes will be a positive outcome | Parents will be given plenty of advance notice for assemblies | CW/Class teachers | July 2018 |
| | Appointment of Assistant headteacher to oversee pastoral support and parental engagement | Dedicated SLT member for pastoral support provides high quality support for pupils and families | Performance management to include these objectives | SLT | July 2018 |
| B: Improved life experiences and cultural enrichment | Offering of places on educational and residential trips for all | To reduce social exclusion and increase life chances for all pupils is a positive experience | Monitor feedback from parents regarding their child's experience of school; feed back through SLT meetings | SLT | July 2018 |
| | Offering music tuition and other out of school cultural experiences | Cultural enrichment provides more experiences for all children outside of the curricular offer | Monitor participation levels and ensure they remain high | SLT | July 2018 |
| | To increase offer for out of school childcare by taking ownership of breakfast club operations from external provider | By using school staff we can be more effective and targeting resources to increase our offer at breakfast time | Monitor numbers; look at expanding staffing if demand is there | SBM | July 2018 |

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| C: Increased attainment | Intervention groups run by excellent SLT teachers, together with HLTA | Closing the gap between low achieving pupils and pupils achieving expected levels through targeted intervention; | Early intervention through pupil progress meetings will identify any groups who need the interventions | SLT | July 2018 |
| <p style="text-align: right;">Total budgeted cost</p> <p style="text-align: center;"><i>Based on the cost of marketing and parentmail facility</i> <i>Also subsidising trips and visits, cost of offering music and out of school activities</i> <i>In addition to the SLT time delivering interventions for 50% of their time, along with HLTA cost for delivering group tuition</i></p> | | | | | £85,000 |
| 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? |
| D: Attendance in line with national expectation | Attendance specialist consultant to continue to monitor attendance, following up with parents and children to ensure attendance increases | Low attendance reduces life chances and achievement at school and has lasting effects | Monitoring of attendance on a termly basis to ensure effects of attendance regime and ensure persistent absence is less of an issue | SLT/KL | Termly |
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| <p style="text-align: right;">Total budgeted cost</p> <p style="text-align: center;"><i>Based on the cost of the attendance service plus office time in interrogating the MIS at school, reporting, telephoning and sending communication to effectively monitor</i></p> | | | | | £5,000 |