

Pupil premium strategy statement:

1. Summary information					
School	Cobbs Brow Primary				
Academic Year	2019/20	Total PP budget	April 2019 £96,580	Date of most recent PP Review	Nov 2019
Total number of pupils	285	Number of pupils eligible for PP	71	Date for next internal review of this strategy	March 2020

2. Attainment: End of KS2 2018-19 - 38 pupils			
	<i>Pupils eligible for PP at school (7)</i>	<i>Pupils not eligible for PP at school (31)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving the expected standard in reading, writing and maths	7/7 100%	27/31 87%	71%
% achieving the expected standard in reading	7/7 100%	29/31 94%	78%
% achieving the expected standard in writing	7/7 100%	28/31 90%	83%
% achieving the expected standard in maths	7/7 100%	28/31 90%	84%
% achieving the expected standard in spelling, punctuation and grammar	7/7 100%	29/31 94%	83%

3. Attainment: End of Year 2 Summer 2019 38 pupils		
	<i>Pupils eligible for PP at school (11)</i>	<i>Pupils not eligible for PP at school (27)</i>
% achieving the expected standard in reading, writing and maths	5/11 45%	18/27 66%
% achieving the expected standard in reading	8/11 73%	22/27 81%
% achieving the expected standard in writing	8/11 73%	23/27 85%
% achieving the expected standard in maths	6/11 55%	24/27 89%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school)*

A.	PP children's on entry measures in Reception are lower than non-PP children in the Prime Areas, particularly in CL.
B.	Attainment in writing is lower for pupils eligible for PP in the current 3, 4 and 6 cohort.
C.	Self-esteem and resilience can be low for some PP pupils
D.	Lack of parental engagement for a number of PP children

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

E. Further promote greater attendance of PP children in enrichment activities beyond the classroom

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish the difference between PP and non-PP children from their starting points in Reception to their end of year ARE.	PP children make at least good or better progress to those children from similar starting points
B.	Improved attainment in writing for PP children in Year 3, 4 and 6	The gap between PP children in writing is in line with no PP children
C.	Increased self-esteem for targeted PP children to impact on attainment and progress	PP children will have the ability to approach new situations with greater confidence and independence
D.	Parental engagement of PP parents increases	Parents will have the knowledge, skills and understanding to support their child's learning out of school. This will impact on attainment and progress
E.	Greater percentage of PP take part in a range of enrichment activities outside the classroom	PP experiences are broadened and greater motivation developed

6. Action Plan

Academic year

2019/20

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?
Diminish the difference between PP and non-PP children from their starting points in Reception to their end of year ARE.	- Monitoring of high quality phonics teaching.	Phonics teaching directly impacts on reading. Improving reading and comprehension skills will support all children's learning. PP money will be used to increase TA ratios to allow small group focussed phonics teaching to take place each day.	Phonic leads to monitor teaching and assessments. Phonics observations by KS1 Lead with feedback and next steps.	KS1 Lead	End of each term 2019/20
	- Close monitoring of progress of all children to identify targets/next steps.	TA ratios in Reception class ensure that there is always a member of staff both indoors and outdoors supervising continuous provision and encouraging PP children to access planned provision to increase engagement and attainment across all areas of learning.	EYFS lead to ensure staff ratios are met indoors and outdoors. EYFS to monitor planning and interventions taking place. EYFS lead to track PP children each term and feedback to team. Monitor via walkthroughs.	EYFS lead	Weekly End of each term 2019/20
	- PP children highlighted on weekly planning and staff made aware to target these pupils in activities and through continuous provision.	Quality first teaching is an effective strategy to impact on pupil's progress and attainment. Quality feedback re: pedagogy and data supports next steps in learning which will ultimately impact on children's progress. If staff are aware of identified pupils and their individual needs interventions can be sought quickly and effectively impacting positively upon attainment.	Headteacher and SLT will monitor the progress of PP children through book scrutinies, planning scrutinies, pupil progress meetings and analysing tracking data across school. SLT will acutely monitor the progress of PP children	Head/SLT	End of each term 2019/20
	- Staff training to ensure quality first teaching takes place in whole class.	Tiered vocabulary on planning documents and modelled by adults.			
	- Professional development opportunities will have a clearer impact on pedagogy with teachers and teaching assistants well informed of good practice.				

	<ul style="list-style-type: none"> - PP data shared each term with all EYFS staff. - Effective feedback will ensure pupils know how to improve through next steps. - Greater accountability for staff to ensure PP reach their targets. 				
Improved attainment in writing for PP children in Year 3, 4 and 6	<ul style="list-style-type: none"> - Plans will identify groups and individuals for targeted support in lessons and opportunities for further intervention. - Timely feedback with effective verbal and next steps are given to children. - Parental support with grammar terminology - Working walls with modelled writing examples - Vocab rich environment - Workshops offered to support home-learning. 	<p>Quality first teaching is an effective strategy to impact on pupil's progress and attainment</p> <p>Quality feedback supports next steps learning which will ultimately impact on children's progress</p> <p>Extending knowledge and understanding of all staff delivering support and interventions, will enable all needs of all groups of children to be met.</p>	Headteacher and SLT will monitor the progress of PP children through book scrutinies, planning scrutinies, pupil progress meetings, lesson observations and analysing tracking data across school. SLT will acutely monitor the progress of PP children	Head/Deputy and KS Leaders	Termly
Increased self-esteem for targeted PP children to impact on attainment and progress	<p>To further develop self-esteem in PP children by:</p> <ul style="list-style-type: none"> - Production of positive, daily/weekly affirmations - CPD for staff on developing on 	<p>Pupils who feel good about themselves will be happier and more willing to learn and achieve better</p> <p>Self-esteem builds on confidence which promotes the ability to learn independently.</p> <p>Staff will work with these children in class so that they become more resilient</p>	Monitoring of plans that cater for pupils different learning needs. Positive learning environments will be observed on regular walk throughs. Pupil's achievements will be celebrated in class and in assemblies.	Head/Deputy and KS Leaders	Summer 2020

	<p>knowledge and understanding of strategies to reduce anxiety</p> <ul style="list-style-type: none"> - Promote growth mind set and the 'I can attitude' - Staff to be supported by mental health first aider. - Use approaches to learning that focus on how individuals learn (visual learning, auditory etc) - Feedback from teachers focuses on effort pupils make in learning rather than the outcome. 	<p>to failure and approach challenges with a positive growth mindset. Developing children's resilience to failure will support them to achieve their end of year targets and diminish the difference between progress of groups of learners.</p>	<p>Staff will ensure that there are visual reminders in classes and around school which promote GMS.</p>		
<p>Parental engagement of PP parents increases</p>	<ul style="list-style-type: none"> - Personalised invites to PP parents (produced by children, personal letter, video on See Saw) - Send home questionnaires asking how we can improve engagement between home and school - Drop in sessions organised throughout the day to meet the needs of working parents 	<p>Some parents are not fully aware of the PP funding and how this is used to support their child's education. Improved parental engagement at workshops and assemblies when the children have invited their parents into school. Parents views can be addressed by school to encourage greater parental involvement. Offering a flexible time to attend meetings/workshops/information sessions will increase the chances of working parents to attend</p>	<p>Monitor percentage of parents of PP children attending workshops, drop ins etc. Review questionnaires and ensure school</p>	<p>Head/Deputy and KS Leaders</p>	<p>End of each term 2019/20</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 implementation?
<p>Greater percentage of Reception children achieve ARE in CL</p>	<ul style="list-style-type: none"> - Speech and Language assessment (Wellcomm) for all EYFS children to identify those needing S&L intervention - Speech therapist to deliver interventions 1 x day per week - Children take part in daily phonics sessions. - Phonics champion to overview sessions and support and monitor assessments. - Early Talk Boost Intervention 	<p>Phonics teaching directly impacts on reading. Improving reading and comprehension skills will support all children's learning. PP money will be used to increase TA ratios to allow small group focussed phonics teaching to take place each day.</p> <p>As above</p> <p>PP children identified for Talk Book Intervention.</p> <p>TA/Class Teachers will read daily with PP children to improve their phonic, reading and comprehension skills.</p>	<p>Phonics Champion to support TA's and teaching staff Phonics observations by KS1 Lead with feedback and next steps Head and SLT will closely monitor pupil's progress through meetings and scrutiny of tracking and evaluations</p> <p>Phonic interventions. Half termly assessments.</p> <p>Monitored by class teachers.</p> <p>Class teachers to ensure PP children are reading each day. EYFS leader to monitor reading data.</p>	<p>Head/SLT Phonics Champion</p> <p>EYFS lead</p> <p>EYFS lead</p>	<p>Termly</p> <p>End Aut 2019 End Sum 1 2020</p> <p>Weekly End of each term</p>
<p>Greater percentage of PP take part in a range of enrichment activities outside the classroom</p>	<ul style="list-style-type: none"> - Teachers to encourage participation of PP at clubs - Questionnaire for pupils to highlight clubs of interest - Highlight all PP who take part in enrichment activities and target those that don't 	<p>Increased participation in out of school clubs broadens life and enriches educational experiences. Clubs develop social skills through learning how to participate as a team, working together. Links with local high schools and local businesses will enable the growth of knowledge and understanding, overall broadening their range of experiences. Parents will be sign-posted for support and out of school activities i.e. during holiday and weekend periods.</p>	<p>PP Champion will report back to Head and SLT to show impact of actions plans. Registers from clubs will identify PP children. Evaluations from club leaders overviewed. Participation and range of opportunities will be monitored by subject leaders and SLT.</p>	<p>Head/SLT Pupil Premium Champion</p>	<p>Termly</p>

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?
Greater percentage of Reception children achieve ARE in CL	<ul style="list-style-type: none"> - Easy Peasy Parental Engagement Programme – Round 2 - Class teachers to target PP children for project and encourage participation. 	Communication and Language targeted via fun games to play at home. Activities can be differentiated and parents can leave feedback.	Class teachers to track PP children engaged in project. Send invitations to parents and hold discussions to encourage uptake / engagement.	EYFS lead	Each week via Pod. Termly - Data submission points.
Reduce anxiety levels in targeted PP children	<ul style="list-style-type: none"> - Identify PP children who display anxiety coming into school/during the school day - Identified children to be given TA support at times of stress (nurturing) - Sensory breaks in place for highlighted PP - PP with poor punctuality to be given time to settle through before going into to class (nurture intervention with attendance officer) 	High levels of anxiety limit learning in children. Anxiety can affect mental and physical health. Helping children to reduce their anxiety allows them to access their learning more readily and reduces incidences of poor behaviour. Reduced anxiety around school improves attendance and punctuality.	Staff to report back to head/PP Champion. Attendance officer to report attendance figures for PP children.	Head/SLT Pupil Premium Champion	Half termly
Improve attendance and punctuality for PP children	Continue to employ attendance officer to monitor pupil attendance, liaise with parents to support them, develop contracts with parents	Improved attendance significantly impacts on progress and attainment of pupils. Children arriving late to school can make them feel anxious and this impacts on learning.	Head/Deputy to liaise closely with attendance officer to monitor attendance of children. Weekly reports identify children in danger of falling below 95% attendance.	Attendance officer/Deputy and Head.	Weekly

	Walking bus targeted at specific children. Targeted plans to meet needs of the children.				
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Pupil Premium Spending Plan 2019-20

Area of spend:	Brief details:	Cost (£)	Intended outcome	How will the impact be measured?	Staff Lead	Review date
Amount of pupil premium funding 2019-20: £93,560	NOR PP: 71					
Teaching staff: <ul style="list-style-type: none"> 0.6 KS2 teacher 0.6 KS2 teacher 0.6 KS1 teacher Full time KS1 class teacher PP Champion 0.4 SENCO across school (PM) 	<ul style="list-style-type: none"> 0.6 KS2 teacher to take a group of Year 4's for maths and English to reduce class sizes 0.6 KS2 teacher to take a group of Year 5's's for maths and English to reduce class sizes 0.6 KS1 teacher to take a Year 1 group to reduce class sizes KS1 teacher to take a Year 1 class to reduce class sizes Management time for PP champion 0.4 SENCO across school 	<ul style="list-style-type: none"> £11,734 (25%) £10,597 (25%) £9,152 (25%) £4,000 £17,580 (25%) 	<p>Targeted PP children receive high quality interventions that positively impacts on their progress and attainment to diminish the difference. Children achieve ARE in reading, writing and maths. Reduced class sizes decrease pupil/teacher ratios. High quality intervention from teaching staff and TA's lead by SENCO. Teacher and TA CPD developed through training offered by SENCO.</p> <p>The PP Champion identifies any PP not on track to meet their targets. They liaise with SENCO and class teachers to ensure targeted support is given to identified children. PP progress reports produced and shared with Head/SLT, PP Governor and Governing Body. Close monitor of</p>	<ul style="list-style-type: none"> Through embedded monitoring systems, including internal tracking. Pupil progress meetings with staff. Weekly and end of term evaluations to monitor progress of pupils. Book scutinities. Feedback and evaluations from TAs/teachers Monitoring of PP Champion role through appraisal, weekly meetings and evaluations 	Head/SLT PP Champion	End of each term.

			the impact of spending PP budget.			
Teaching assistants: <ul style="list-style-type: none"> • TA 3 0.46 (MG) • TA2 x 4.4 FTE (25%) • TA1 x 0.35 (DS) 	<ul style="list-style-type: none"> • Intervention maths and English (KS2) • Intervention reading (KS2) • Intervention reading (KS2) • 1 to 1 support • Intervention groups and 1-1 reading and sounds write, talk boost (KS1) 	<p>£6,000</p> <p>£21,125</p> <p>£3,950</p>	<p>PP children make progress equal too or better than non-PP children.</p>	<ul style="list-style-type: none"> • Pupil progress meetings with staff. • Weekly and end of term evaluations to monitor progress of pupils. • Book scutinities. • Feedback and evaluations from TAs/teachers • Observation of interventions 	<p>Head/SLT PP Champion</p>	
Other staff: Speech and language therapist	<ul style="list-style-type: none"> • Speech and language therapist bought in from Elmtree (1 day per week). 	<p>£6,000 (9,310 full year cost)</p>	<p>Children requiring S&L intervention are quickly identified through screening (Welcomm) Children of concern will be referred to NHS intervention Children requiring S&LT placed into groups – social communication and concepts and understanding intervention groups. Identified children are targeted for Talk Boost . 1:1. (The groups and 1:1 work with speech therapist 1 day per week. Speech therapist available to speak with parents to give feedback and offer support. CPD for class teachers and parents with intervention plans which are evaluated at the end of a block of therapy. Speech Therapist provide training for the Nursery and Reception staff on supporting children with language and PECS to support non-verbal pupils.</p>	<ul style="list-style-type: none"> • Termly report overview of progress from S&L therapist • Head/SLT to closely monitor the progress of identified children 	<p>Head/SENC O/KS Leaders</p>	<p>End of each term</p>

<ul style="list-style-type: none"> Attendance officer 	<ul style="list-style-type: none"> Attendance officer to monitor and support with pupil attendance. 	£6,265	<p>Regular attendance of all PP children to ensure they have equal opportunities to achieve in school. School absent percentage for PP is to be at least in-line with non-pp. Attendance officer to liaise with parents to support them with regular attendance of their child at school Walking bus targeted at specific children to improve punctuality</p>	<ul style="list-style-type: none"> Head/Deputy to liaise closely with attendance officer to monitor attendance of children. Weekly reports identify children in danger of falling below 95% attendance. 	Head/Deputy and attendance officer	Weekly and end of term
<ul style="list-style-type: none"> Supporting families eligible for PP financially with trips/special events 	<ul style="list-style-type: none"> School subsidises trips and special events for disadvantaged pupils. Parents are asked for a voluntary contribution towards trips etc but every child can attend any trip regardless of payment. 	£4,500	<p>Enhance and enrich the curriculum and broadening of children's life experiences</p>	<ul style="list-style-type: none"> Questionnaires/feed back from pupils and parents Informal discussions with children 	PP Champion	
<ul style="list-style-type: none"> Walking Bus staff 	<ul style="list-style-type: none"> To support PP children with attendance and punctuality 	£1,500	<p>Improved attendance significantly impacts on progress and attainment of pupils. Children arriving late to school can make them feel anxious and this impacts on learning.</p>	<ul style="list-style-type: none"> Head/Deputy to liaise closely with attendance officer to monitor attendance of children. Weekly reports identify children in danger of falling below 95% attendance. Improved progress of PP children 	Attendance officer/Deputy and Head.	
Total costing of PP allocation-		£102,403				