

Cotsford Primary School - Pupil Premium Strategy Statement 2019-20

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils. The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6).

Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence.

1. Summary information					
Academic Year	2019-20	Total PP budget	£124,080	Date of most recent PP Review	Sept 19
Total number of pupils	151	Number of pupils eligible for PP	94 (62%)	Date for next internal review of this strategy	January 2020

2. Disadvantaged Pupils Outcomes									
EYFS 14 pupils (7 disadvantaged)									
Good Level of Development	School Dis	National Dis	School Diff (non PP 86%)	Nat Diff 2018 (non PP 73%)					
	71%	56%	- 15	- 2					
Key Stage 1 Year 2 18 pupils (13 disadvantaged)			Expected Standard				Greater Depth Standard		
	School Dis	National other	School Diff (non PP 100%)	National Diff 2018	School Dis	National other	School Diff	National Diff 2018	
Reading	62%	78%	- 38	- 16	8%	14%	- 32	- 20	
Writing	62%	73%	- 38	- 11	8%	7%	- 52	- 9	
Maths	62%	79%	- 38	- 17	15%	12%	- 52	- 9	
Key Stage 2 Year 6 41 pupils (x disadvantaged)			Expected Standard				Higher / Greater Depth Standard		
	School Dis	National other	School Diff	National Diff 2018	School Dis	National other	School Diff	National Diff 2018	
Reading	31%	80%	- 3	- 47	4%	31%	- 3	- 27	
Writing	80%	83%	- 7	- 3	8%	24%	- 19	- 16	
Maths	50%	82%	- 3	- 34	0%	31%	- 13	- 31	
GPS	31%	81%	- 16	- 52	4%	41%	- 23	- 37	
RWM Combined	32%	70%	- 5	- 39	0%	13%	- 7	- 13	

3. 2019 KS 1 - KS 2 VA Progress				
Average VA	School Disadvantaged	National Other	School Difference	National Gap 2018
Reading	- 5.4	0.3	5.0	- 5.7
Writing	1.1	0.2	0.8	0.91
Maths	- 4.0	0.3	2.7	- 4.3

4. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers		Desired Outcomes	
A.	Children's speech and language development is delayed / below age related expectations and impacts on their ability to express themselves clearly as well as impacting on their access to the curriculum so they need to catch up rapidly. 40% of those eligible for PP are in need of speech, language or communication support – September 2019 (15% of the cohort).	Support language and communication issues and deficits.	<ul style="list-style-type: none"> Improved outcomes for pupils across the curriculum Removal of barriers to learning for targeted pupils Attainment gap between disadvantaged pupils and others is narrowed Children who are entitled to PP make at least expected / good progress.
B.	Attainment in Reading needs to improve. Attainment in Reading of pupils who are eligible for Pupil Premium is lower than School other and National other in KS 1 and likely to be lower than National other in Years 4, 5 and 6 Therefore, the in school gap in KS 2 is greater than the National gap. <ul style="list-style-type: none"> Pupils heard reading do not consistently recognise the sounds letters make or blend confidently and this impacts on fluency. The most able readers need to read with greater expression and infer deeper meaning from texts in order to achieve GD/HS. 	To improve outcomes in reading by ensuring that pupils confidently decode new and unfamiliar words, improve fluency and infer deeper meaning from the texts they read.	<ul style="list-style-type: none"> Pupils make at least expected / good progress from starting points. Pupils who access intervention from adults show increased rates of progress. The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with school and national averages (non-disadvantaged pupils). An increased proportion of PP pupils achieve GD/HS.
C.	Attainment in Writing needs to improve. Attainment in Writing of pupils who are eligible for Pupil Premium is lower than School other and National other in KS 1 and likely to be lower than National other in Years 4, 5 and 6 Therefore, the in school gap in KS 2 is greater than the National gap. <ul style="list-style-type: none"> The quality of writing needs to further improve by embedding basic skills and ensuring that children are prepared for the next year group writing curriculum expectations. 	Improve handwriting, spelling, punctuation and grammar.	<ul style="list-style-type: none"> Pupils make at least expected / good progress from starting points. Pupils who access intervention from adults show increased rates of progress. The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with school and national averages (non-disadvantaged pupils). An increased proportion of PP pupils achieve GD/HS.
D.	Attainment in Maths needs to improve. Attainment in Maths of pupils who are eligible for Pupil Premium is lower than School other and National other in KS 1 and likely to be lower than National other in Years 4, 5 and 6 Therefore, the in school gap in KS 2 is greater than the National gap. <ul style="list-style-type: none"> Subject expertise in Maths to be further developed. 	To increase opportunities for pupils to	<ul style="list-style-type: none"> show learning across a structured sequence of lessons with well-matched activities and resources to achieve the lesson outcomes. record in a variety of ways evidence their application of knowledge and understanding and show depth of learning. Pupils make at least expected / good progress from starting points. Pupils who access intervention from adults show increased rates of progress. The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with school and national averages (non-disadvantaged pupils). An increased proportion of PP pupils achieve GD.
External barriers (issues which require action outside of school)		Desired Outcomes	
E.	Children's social and emotional skills are often limited and many children face difficult and changing home circumstances. This can impact on some children's progress and ability to do well at school, complete home learning and value education as much as their peers. Cotsford is an inclusive school, serving one of the most deprived wards in County Durham, in terms of need and demand for social care services, mortality rate, deprivation and educational attainment. Horden South Ward, is ranked in the top 10% (2 nd highest in the Easington area) and in the top 5% most deprived for overall deprivation in England. [English Indices of Deprivation, 2015] The current figure of 62% Ever6 FSM, based on the January 2019 School Census return, is more than double the national average (2018).	To increase confidence, self-esteem and resilience and develop coping strategies to overcome their own individual barriers to learning, so that the above outcomes are achievable.	Teachers report an improvement in behaviour for learning: a readiness to learn; willingness to take part in lessons; greater concentration and staying on task for longer periods. Teachers also report increased emotional stability and confidence.
F.	Absence of some pupils eligible for PP is persistent and / or below National Average. Punctuality is also impacted.	To improve attendance and reduce persistent absence for PP eligible children.	Pupils are supported to attend regularly and on time. Increase attendance from 2019 figure 95.9% (PP 95.1 %). Reduce PA from 7.1% (PP 14.3%) TBC

2. Planned expenditure

Academic year	2019-20				
Pupil Premium money for 2019 – 2020 is allocated by the government based on the January 2019 census. At that time we had 94 pupils who were in receipt of Pupil Premium, providing £124,080 During 2019 – 2020, the money will be spent in the following ways:					
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>To achieve expected in Reading, Writing and Maths (ELG & KS)</p> <p>To make at least expected / good progress from initial starting points.</p> <p>(B, C & D)</p>	<ul style="list-style-type: none"> • Improve staff expertise in the teaching of phonics, reading, writing, maths and mastery across the curriculum. (CPD £5280) • Increase phonic decodable reading and spelling resources (£4320) RWI and Fresh Start • Introduce basic skills and handwriting sessions into the timetable • Purchase Maths No Problem teaching textbooks and workbooks and maths resources to support pupils with concrete aspect of lessons (£500) • Purchase online subscriptions to encourage parents to support their children's learning at home. (£1000) • Further develop marking and feedback to impact on learning and progress. 	<p>Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole.</p> <p>Evidence from Education Endowment Fund research shows:</p> <ul style="list-style-type: none"> • Phonics approaches are consistently found to be effective in supporting younger readers to master the basics (up to +4 months gains) • A focus on reading comprehension can improve learning with up to +5 months gains • Mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. • Research has shown feedback has positive effects on all types of learning across all age groups <p>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills.</p> <p>Smaller group and cohort provision allows staff to target pupils with more effective teaching and feedback</p> <p>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement.</p>	<p>Rigorous timetable</p> <p>Robust monitoring</p>	<p>RC / VP</p>	<p>Every half term – impact measured</p>
<p>ii. Targeted support</p>					
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>Speech, Language & Communication</p> <p>Support language and communication issues and deficits.</p> <p>(A, B, C, D)</p>	<ul style="list-style-type: none"> • Direct 1:1 therapy for identified pupils with Speech & Language Therapist. • Indirect therapy with TA 2-3 times per week under the guidance of SALT. <p>(contribution of £1,500 – remaining costs met through school budget)</p>	<p>The Sutton trust reports that studies of oral language interventions consistently show positive impact on learning, including on 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.</p> <p>During the last academic year 40% of referred and ongoing pupils were discharged from SALT and 25% were removed from the SEND register. All pupils made good or better progress in curriculum subjects.</p>	<p>Rigorous timetable</p> <p>Additional provision sheets</p> <p>Robust monitoring</p>	<p>RC</p>	<p>Half termly</p>
<p>Increased support in class for pupils with PP whether or not they have SEND. More focused interventions for those at risk of not achieving targets.</p> <p>(B, C & D)</p>	<p>TAs to support teaching and learning of PP children within class and Teachers and TA's to provide tailor made daily / weekly small group / 1:1 sessions in addition to standard lessons.</p> <p>(£54,000)</p>	<p>The Sutton Trust report/ EEF evidence that 1-1 support and small group sessions had a positive impact on children's attainment and closing the gap.</p> <p>Interventions with highly qualified staff have been shown to be effective in previous years.</p> <ul style="list-style-type: none"> • One to one tuition, that is in addition to class teaching, and is in short regular sessions result in optimal impact for improved attainment • Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class • Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 	<p>Rigorous timetable</p> <p>Additional provision sheets</p> <p>Robust monitoring</p>	<p>RC</p>	<p>Half termly</p>

<p>Social and Emotional Learning</p> <p>To increase confidence, self-esteem, emotional stability and resilience, and develop coping strategies to overcome their own individual barriers to learning, so that the above outcomes are achievable.</p> <p>(E)</p>	<p>Intervention for identified pupils with Place2Talk / Place2Be - a counselling service to pupils and their parents. Pupils referred to P2Be for 1-1 counselling are identified through Place2Talk, self-referral, teacher feedback or parents requesting additional support. A parent counsellor provides professional support for parents. An educational psychologist supports staff with classroom practise to support pupils with emotional difficulties. Pupils may also self-refer for Place2Talk. (contribution of £10,000 – remaining costs met through school budget)</p>	<p>On average SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment – 4 months additional progress on average. (Education Endowment Foundation, 2016)</p> <p>Children’s improvement in their mental health could be reducing their barriers to learning. According to their teachers, around two-thirds (65%) of children whose difficulties affected their learning before counselling, were less affected after. (Place2Be Report, June 2017)</p>	<ul style="list-style-type: none"> • Termly Report • Annual Report • Pastoral Meetings • SDQ analysis • Feedback from pupils / parents / staff 	RC / RA	Termly
<p>Pastoral Support</p> <p>Teachers report an improvement in behaviour for learning: a readiness to learn; willingness to take part in lessons; greater concentration and staying on task for longer periods</p> <p>Pupils are in school and on time.</p>	<p>P/T Parent Support Advisor</p> <p>Focus on targeted pupils and individual families to provide advice and support. (£1,000)</p>	<p>PSA support has resulted in improved attendance; reduced lateness; improved behaviour in school and at home and an increase in parental involvement in school and its activities.</p>	Weekly update	RC /MP	Half termly

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
<p>Attendance</p> <p>To improve attainment by reducing rates of absence, including persistent absence. Figures based on 2 terms</p> <p>Dis pupils: 91.5% (18-19)</p> <p>School: 95.9% (18-19)</p> <p>National: xx% (18-19)</p> <p>Persistent Absence:</p> <p>Dis pupils: 14.3% (18-19)</p> <p>School: 7.1% (18-19)</p> <p>National: xx% (18-19)</p> <p>TBC</p>	<p>Follow Attendance Toolkit</p> <p>Monitor attendance on a daily basis, record reasons for absence, minutes late & reasons; contact parents to offer support and advice; issue letters; liaise with the LA Attendance and Improvement Team, if further action needs to be taken.</p> <p>Maintain a high profile with parents and children through newsletters, incentives and rewards.</p> <p>Put contracts in place for families causing concern.</p>	<p>Prioritising attendance, maintaining a high profile within the school community and rigorously monitoring and taking actions has proved successful within school in raising the attendance of pupils. Pupils who attend are then able to take advantage of all that school can offer.</p>	Weekly monitoring of whole school attendance and discussion with HT as to relevant action being taken.	RC	Monthly
<p>To ensure PP pupils are able to access all provision.</p>	<p>Individual funding support when needed for breakfast club, trips, clubs etc. (£2000)</p>	<p>Access to subsidised breakfast club to improve punctuality and attendance and to ensure that children are fed and can concentrate on their learning.</p> <p>No pupils unable to attend clubs or take part in school trips due to lack of funds.</p>	Monitor attendance at breakfast and after school clubs.	RC / KP	
<p>Increase the number of PP children achieving GD.</p>	<p>Additional enrichment opportunities to support the curriculum and to provide writing opportunities for the more able and talented. (£1500)</p>	<p>Support attainment in writing and other curriculum areas by ensuring children all have access to inspiring people, places and experiences that enrich and engage.</p>	Work scrutiny Discussion with pupils	RC	

Release time for subject leads develop assessment systems and to monitor impact of teaching and intervention.	Release time to develop recording and tracking system and to monitor the progress and attainment of PP eligible pupils. Data is used to accurately identify individual pupils' needs, their progress is reviewed at regular intervals and any underperformance is quickly addressed, with intervention strategies put in place. (£3000)	Pupils make good or better progress from their starting points in reading, writing and maths.	<ul style="list-style-type: none"> • Tracking system • Pupil progress meetings • SIMS data analysis • Pastoral meetings • Monitoring timetable 	RC	
Total budgeted cost					£84,100