

## Pupil premium strategy - Cockfield CEVC Primary School 2018/19

1. Summary information					
Academic Year	2018/19	Total PP budget	£22,440	Date of most recent PP Review	09/18
Total number of pupils	80	Number of pupils eligible for PP	14 FSM 3 EVER 6	Date for next internal review of this strategy	July 19

2. Barriers to future attainment (for pupils eligible for PP)	
A.	An increase in the number of children with behavioural and learning issues that need support or prevent them from learning.
B.	<p>Financial – support is required to enable children from lower income families have equal chances: access to events &amp; experiences e.g. Trips.</p> <p>Resources that other children enjoy – book bags, uniform.</p> <p>Access to residential trips/visits and trips in accordance with their peers.</p> <p>Breakfast and dinners. Tired and tearful children are unable to focus/concentrate</p>
C.	<p>Gaps in prior learning.</p> <p>Due to poor attendance, social mobility, not accessing teaching and learning.</p>
D.	Lack of regular routines including home reading, homework, spellings, having the right equipment in school (Pe kit)

<b>3. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Children can access learning. Their physiological, safety, self esteem needs are met	Children are ready to learn in class without the need for intervention.  Children have a healthy diet and good start to the day.  Raised attainment is analysed through Pupil Progress meetings and termly Governor meetings
<b>B.</b>	Children are exposed to a wide range of social/cultural and sporting experiences	All children benefit from extended curriculum opportunities, trips and clubs
<b>C.</b>	Gaps are identified and targeted teaching/interventions teach to gaps.  CPD opportunities /Performance Man targets ensure teaching is of an excellent standard.  Small classes mean disadvantaged children can access more of teacher's time with tightly focused direct teaching.	Formative assessment will show gaps being addressed  SDP/ PM targets will be achieved.  PP children make or exceed expected progress
<b>D.</b>	Support from home can significantly increase a child's attainment and rate of progress.	Parents are empowered through information evenings. We increase parent's confidence. We provide resources for parents at home such as reading books/ pens/ paper/dictionaries etc.

#### 4. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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<b>Action</b>	<b>Chosen action /approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>					

<p>Early intervention to maximise pupil outcomes in EYFS and beyond</p> <p>Early generation of a climate of parental involvement</p>	<p>Tapestry on-line Learning Journey £123 per annum</p> <p>Purchase of uniform/PE bags/book bags £150</p>	<p>EDF teaching and learning – on average early years intervention has an impact of five months additional progress. Particularly benefiting children from low income families</p>	<p>Information sessions for parents on Tapestry, Phonics teaching.</p> <p>Advertising and supporting parents to apply for FSM</p>	<p>TH/JF/AP</p> <p>JF/TH</p> <p>JM</p>	<p>Summer/Aut workshops</p> <p>Half Termly measurement of FS attainment and progress.</p> <p>Termly analysis of FSM taken up</p>
<p>Adult support targeting additional needs (including social and emotional) anger and anxiety</p>	<p>Elsa training/resources and Mental Health sessions at TCC.</p> <p>O/T costs for TA £1500 pa</p> <p>Lunchtime sessions – 1 hour £646</p>	<p>Less time spent in crisis, out of the classroom. Less exclusions, as less acts of aggression.</p> <p>A greater ability to manage feelings which can lead to better behaviour/social skills.</p>	<p>Varies but two sessions a week for KS2</p> <p>Senco/HT to monitor impact through PP meetings with staff</p>	<p>KF/KA/TH/GP</p>	<p>Termly staff meetings to look at the SEN/social/emotional needs of children in the school.</p>

Child and family CBT services	Children who require specialist support with emotional issues or need encouraging with self – esteem, resilience and well-being will receive one to one support form an accredited psychotherapist. £70 ph	Group or the opportunity to work one to one will help children work through their barriers to learning.	Baseline assessments/pupil interviews at the beginning and end. To be re –assessed half termly.	TH	Feb 2019 May 2019
Daily lunch meals for registered PP children	All FSM children are supported in health and well-being by accessing a hot meal in school £2.30 x 5 days x 38 weeks x 12 = £5244	Eating a healthy meal can improve children’s concentration during afternoon sessions and improve classroom behaviour.	Regular newsletters to ensure parents are fully aware of their possible entitlement. Advertising free school meal uptake at initial New YR information evening	TH/JM	FGB receive termly report on progress of PP children and their progress in RWM. Half termly Pupil Progress meetings with teachers review progress.
Breakfast	Behaviour and welfare support for identified children. Breakfast – toast together in the morning. £30 estimate	Lack of concentration, anger issues as children are hungry.	Breakfast Club TA to take responsibility and eat with children		Rolling review of strategy and children who would benefit

Wellbeing days	Creating a positive school environment, improving the mental health and the emotional literacy of our children. Termly whole school day. Training for staff, Mindfulness etc, Yoga. Outdoor learning. Transport and resources - £500 per term = £1500 approx'.	Being able to recognise their response to an issue, building resilience and having strategies to deal with challenges they may face.	Staff to support success of these events	All staff	Pupil feedback
<b>B</b>	<b>Intended outcomes</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to all trips and visits that are offered to supplement curriculum.	Through individual discussion with parents/carers, financial support for trips and visits, including residential trips will be provided, £750 estimate	All children to benefit equally, to enable PP children feel (self-esteem) and be seen (perceived) as equals and no different to their peers. The Council of Learning Outside the Classroom – adds value to each individual 's academic and personal development	All letters will ask for Voluntary contributions to such events but families unable to contribute can discuss with the HT	TH	Each child's /family's needs to be discussed with HT

Revision guides – Y6 SATs support group + Y6 after school booster class	Early information sessions offered with incentive of free published materials to use at home. Revisions books - £112.50	Parental engagement has a large positive impact on children’s learning. Research Report DFE	An early information session for parents	GP/TH	Track progress and compare data
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4. Planned expenditure					
Academic year	2018/19				
C					
Action	Chosen action /approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children at risk in Y2 and Y6 of under achievement receive support to reach their potential	Extra afternoon of boosters Feb – May £60 x 12 weeks £720	A designed programme, delivered by a teacher, worked well in 2017/18 and helped fill gaps and accelerate progress.	Monitoring of work set by Lit/Maths coordinators	TH/A P/GP	Half termly 2019
To use CPD and Performance targets to ensure teaching is of an excellent standard	Staff meetings and PD Days, training identified thro’ PM Supply/training days £2000	Sutton Trust found that ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Smaller class sizes allow teacher time with disadvantaged children	Case Studies will monitor progress of these children termly.	all	School monitoring schedule And PM cycle

<p>Pupils identified at risk have personalised individual support to support progress</p>	<p>Phonics/spelling gaps identified through assessment - weekly Beat Dyslexia sessions. Increased TA hours. £1292 Catch Up Numeracy £646</p>	<p>Research which focuses on TA's who provide one to one or small group support shows a 3-5+ benefit</p>	<p>Performance man' of all TA's. Senco/Literacy co-ord' observations</p>	<p>TH/G P/AP</p>	<p>Review of LP's. Pupil Review of data in Pupil Progress meetings, half termly.</p>
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**D**

<b>Action</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Families are supported in working with their children and their learning at home	Resourcing of games and learning resources, for families at home. £200 estimate	Parental engagement has a large and positive impact on children's learning. Research report DFE	Ask parents what they would like to help them at home with homework etc. Invite them in to share in a games session and then loan out games.	T B C	Annual review
Family workshops to support to empower families so they can support their child	Morning, afternoon and evening session on Maths/Phonics/E Safety etc	Not measurable but parental engagement will support child attainment	Staff to support implementation though a timetable of workshops	All	Annual review
<b>Total budgeted cost</b>					£20, 433

5. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Action	Intended outcome	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
<b>ii. Targeted support</b>				
Action	Intended outcome	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
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
Action	Intended outcome	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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**6. Additional detail**

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