

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cowes
Number of pupils in school	145 Sept 23
Proportion (%) of pupil premium eligible pupils	8% Sept 23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept/Oct 2024
Statement authorised by	Mrs S Praetig HT
Pupil premium lead	Mrs S Praetig HT
Governor / Trustee lead	Inclusion Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,330
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,245

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We hope that each child will develop a love for learning and acquire skills and abilities appropriate with fulfilling their potential. We believe that at all pupils, irrespective of their socioeconomic background or the challenges they face should make good progress and achieve high attainment across the curriculum.

Our children will grow as individuals, beginning to understand the diversity of the world that we live in - encouraging their academic, social and spiritual well-being.

Learning will be excellent, relevant, purposeful and fun, in a school where children have a right to learn, a right to be safe and a right to be respected.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 (SDP 1.3)	To ensure that the curriculum (especially new Learning Journeys) for all year groups, meet the criteria and provides appropriate progression and challenge.
2 (SDP 1.4)	To ensure that the transition and pedagogy in Year 1 meets the needs of all the pupils to improve outcomes
3 (SDP 2.1)	To ensure that Learning Journeys are balanced and effective to support improved continuity and progress in Reading and Writing
4 (SDP 2.2 2.3)	To ensure that Reading is being taught effectively throughout the school, using a range of strategies linked to Learning Journeys, including Guided Reading for vulnerable pupils, to improve outcomes. To also embed Little Wandle to support progress in Phonics and Reading.
5 (SDP 2.4)	To ensure that class based interventions are impacting positively on all pupils, especially SEN and disadvantaged pupils, using HIT plans for specific pupils
6 (SDP 3.1)	Ensure that appropriate core progression of skills in the foundation curriculum leads to higher quality outcomes, including challenging higher attaining pupils and ensuring disadvantaged children have access and are successful.
7 (SDP 4.2)	To implement and embed a well being strategy in order to support the mental health of our children

8 (SDP 4.1)	To continue to work with the LA and other agencies, as appropriate, to continue to secure good attendance, especially for disadvantaged pupils
----------------	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1</p> <p>Monitoring sessions for foundation subjects are on the calendar.</p> <p>Teachers to ensure topic planning for Science, History, Geography meet the National Curriculum Key Skills for assessment.</p> <p>HIT Plans reviewed and new ones are completed – to include close to ARE and GD</p>	<p>Key Skills are used for assessment, linked to our new schemes of work for foundation subjects</p> <p>Tracking on Calendar</p> <p>Meetings re HIT plans take place and evidence of learning against targets recorded</p>
<p>Challenge 2</p> <p>Progress against HIT planned for Y1 are reviewed</p> <p>Pedagogy is constantly being reviewed for Y1 pupils to ensure the balance of independent and formal learning is correct</p> <p>Tracking of independent learning is being monitored to ensure pupils' needs are being met</p>	<p>Progress against HIT plans is good</p> <p>Y1 pupils are making Good progress, against key skills and National Curriculum expectations</p> <p>Pedagogy is adjusted as necessary</p>
<p>Challenge 3</p> <p>Planning shows clear purpose in the use of their Learning Journey texts and matches the needs of pupils</p> <p>CPD is provided as necessary</p>	<p>Monitor Learning Journeys</p> <p>Evidence of a sequence of lessons linked to domains, meeting the needs of the pupils</p> <p>Evidence of a sequence of lessons linked to domains, meeting the needs of the pupils Spelling and Handwriting taught 3x a week</p>
<p>Challenge 4</p> <p>Continue to embed Little Wandle</p> <p>Reading is monitored and is effective in supporting the progress of vulnerable pupils</p>	<p>Little Wandle is being delivered effectively and progress is closely monitored.</p> <p>Progress in reading is good across the school</p>

<p>Challenge 5</p> <p>HIT Plans reviewed and new ones are completed – to include close to ARE and GD</p>	<p>Tracking on Calendar</p> <p>Meetings re HIT plans take place and evidence of learning against targets recorded</p>
<p>Challenge 6</p> <p>Monitoring is undertaken by SLT and Curriculum Leaders</p> <p>On-going monitoring on calendar</p> <p>Teachers to ensure topic planning for Science, History, Geography meet the National Curriculum Key Skills for assessment for Autumn topics</p>	<p>Foundation subject assessments and therefore progress are recorded on Sims</p> <p>Key Skills are used for assessment</p>
<p>Challenge 7</p> <p>Information shared with staff</p> <p>Action Plan in place</p> <p>Action plan to be shared with PDL Governor.</p>	<p>Well being strategy to be embedded</p> <p>Actions completed</p> <p>PDL governor aware of action plan and any support required.</p>

<p>Challenge 8</p> <p>Half termly with EWIO and internal attendance team to review attendance</p> <p>EWIO to meet with approx. once every four weeks – on calendar</p> <p>Ensure attendance of groups are reviewed at least once before Christmas</p> <p>Use EWIO reports from each visit to inform Tracking and Review meetings – involving teachers where appropriate to meet with parents/carers in order to improve attendance of specific pupils</p> <p>Office to distribute list of pupils ‘on watch’ for attendance to the teachers</p> <p>Governor to attend meetings as above Disadvantaged (if applicable) – Attendance</p>	<p>Overall attendance for 2022-2023 (and 2023 -2024 is at or above national.</p> <p>Specific pupils/families have been targeted with the expectation that the attendance of these pupils improves on last year</p> <p>Teachers continue to be more closely involved with attendance and communication is improved. PA is reduced.</p> <p>Far fewer holidays/request for absences apart from medical, continue to be authorised. Fixed Penalty Notices are issued, in line with the Council Policy and our EIO</p> <p>Governors to report back to complete monitoring form, pass to Clerk to circulate and report back at FGB</p> <p>Actions completed</p>
--	--

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release of Key Stage Leaders/SENCO to monitor PP within Key Stages and reporting time to feed back to PP leader and team.</p> <p>SLT release time for monitoring evaluation and feedback cycle</p>	<p>The EEF (The Education Endowment Foundation) evidence states that a clear, logical and well-specified implementation plan, with a clear implementation outline and thorough assessment is the basis for executing good implementation of the strategy. SLT release time enables us to ensure this process takes place and is constantly under review</p> <p>Our detailed and robust tracking and progress cycle enables all leaders to make evidence based decisions on teaching and interventions. We termly monitor and review the provision offered to our most vulnerable pupils to ensure we are meeting their needs.</p>	1 - 6
<p>Staff CPD aimed at individuals and groups</p>	<p>Improving teacher confidence and subject knowledge to ensure quality first teaching in all classrooms.</p> <p>Having a focus on key priorities helps to build confidence amongst staff that ultimately has a positive impact upon children. The use of mentoring and coaching assists in the development and outcomes for staff to ensure all children have access to quality first teaching both in the class and during interventions.</p>	1-6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • SENCo time to support disadvantaged SEN • TA support for disadvantaged in classes • Interventions are planned and delivered regularly – including one to one and group targeted support • Little Wandle Rapid catch Up groups are in place 	<p>To ensure that all teaching and learning is monitored in these core interventions so that we can ensure triangulating with data that interventions are adding value.</p> <p>A recent trial through the EEF was supported by the DFE.</p> <p>Findings showed that children who received 30weeks intervention made on average 4months additional progress in language skills compared children receiving standard provision.</p> <p>The use of Synthetic Reading Schemes has been shown to improve reading through phonic knowledge and practice.</p>	1-6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Safeguarding CPD for all staff around 'signs to look for' in vulnerable children. • Staff to support children with Mental Health anxieties • Crew Club • Play Therapy (as required) • ELSA • Improvements in attendance; case studies where support has been put in place including collecting 	<p>Our most vulnerable children do not always have the same opportunities and access to experiences as their peers. Therefore our aim is to enhance these provisions within school.</p> <p>By doing so, it not only enhances vocabulary and comprehension skills, through equipping children with the experiences to enable</p>	7 and 8

<ul style="list-style-type: none"> • children where parent is ill, hospitalised or has no form of transport • Support and challenge for children who are regularly late to school. Headteacher and EWIO meet with • families • After school clubs support disadvantaged children • Support with uniform/ shoes if needed • Support with access and completion of paperwork • Clubs resourcing • Subsidised club attendance • Subsidised visits • Subsidised residential trips • Loan of equipment for home use eg Weighted blankets, Sensory and ICT equipment. • Hampers of food and toys for Christmas for most vulnerable • Food hampers provided at Christmas • Vouchers and food bank access is available throughout the year for those most in need 	<p>them to have greater understanding but also promotes their development, mental well being and helps to raise aspirations for all children.</p> <p>Children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.</p> <p>By supporting the families, this can provide a more secure environment for the child and in turn, their well being.</p>	
---	--	--

Total budgeted cost: £40,245 Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on the progress of pupils in the 2022 to 2023 academic year.

Progress (2023 Disadvantaged Pupils – Year 6)		
	School Progress Measure – Pupil Premium	School Progress Measure – Non Pupil Premium
Reading	4.1	3.4
Writing	4.3	4.0
Maths	3.4	3.4
Grading Blue: Outstanding 4 steps+ Green: Good 3 step Yellow: RI 2 steps Red: Inadequate 1 & - step		

Progress (2023 Disadvantaged Pupils – End of Key Stage 1)		
	Key Stage 1 School Progress Measure – Pupil Premium	Key Stage 1 School Progress Measure – Non Pupil Premium
Reading	3.5	2.5
Writing	3.5	2.5
Maths	3.0	2.5
Grading Blue: Outstanding 4 steps+ Green: Good 3 step Yellow: RI 2 steps Red: Inadequate 1 & - step		

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above for non-Service PP children – only one pupil currently on roll is a designated service pupil. LSA support for well being
What was the impact of that spending on service pupil premium eligible pupils?	Supporting the pupil in settling to her work and engaging in day to day activities – improving confidence and focus.

Further information (optional)

Due to the potential consultation for school closure that was communicated to our community from May 2023 (now not going ahead at the present time, our pupil numbers have dropped considerably – from 183 in Sept 22 to approximately 145 in Sept 23. As a result, this will have a considerable impact on our budget and the numbers of disadvantaged pupils that we have on roll. Strategies and intended outcomes remain a top priority but may have to be adjusted moving forward.