



Cowes Primary School - Pupil Premium Strategy Statement 2021/22

School Vision

We will rise to all challenges and new experiences, growing into independent, valued learners in a fun, safe and welcoming environment.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2021/22:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium. At present we have 3 service children on role.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment. |Outside agencies fully utilised e.g., EWIO

Pupil Premium Strategy Group						
Team member		Role				
Nicky Coates		Deputy Head, SENDCo, PP Leader (EYFS data, attendance data, summary actions and evaluation)				
Sam Smith		KS1 Leader (KS1 data/monitoring/professional development)				
Kirsty Thomas		KS2 Leader (KS2 data/monitoring/professional development)				
Julie Drew		Inclusion governor (pupil voice)				
Review Dates for academic year:		December 2021, March 2022, May 2022, July 2022 (PP strategy updated impact statement published)				
Current Profile						
Academic Year	2021/22	Number of Pupils eligible for PP	37	Breakdown of PP Pupils		
NoR	197	Total PP budget	£47,695	FSM/EV6	Service/EV5	LAC
Date of Statement	July 2021	Review Date(s)	March 2021 and July 2022	35	2	0
Summary allocation of funding						
<p>A tiered approach for 2021/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium. References are made to sections of the school improvement plan</p>						
Teaching and Learning						
<p>High-quality teaching for all School improvement priorities and professional development Recovery curriculum Clarity and consistency on pedagogical approaches (Explicit instruction, scaffolding, flexible groupings and cognitive and metacognitive strategies) Ensuring disadvantaged pupils access succeed and wherever possible excel across the Wider Curriculum</p> <p>Effective diagnostic assessment Progress reviews / forensic analysis of learning gaps Responsive use of formative and summative assessment for curriculum design and setting EOY Targets</p> <p>Supporting remote learning IT platforms / CPD Effective relationships / feedback-</p>						

<p>Quality assurance</p> <ul style="list-style-type: none"> The Pupil Premium leader (Deputy Head) works as part of the senior leadership team, SEN/Disadvantaged team and works on PP monitoring weekly. Release of Key Stage Leaders to monitor PP within Key Stages phase and reporting time to feed back to PP leader and strategic team. EYFS early intervention/communication and language support. KS1/2 comprehension/vocabulary development/ Feedback/Metacognition and self-regulation strategies. 	<ul style="list-style-type: none"> Release time for PP to work with SENCo, Release time to for Key Stage Leaders, Release time for PP Meetings. QFT a priority for all PP children. Equipment for PP children with SEND CPD associated with PP and specialist provision for some of the disadvantaged children , including HIAS support, SEN advisors, EYFS advisors and LLP SENCo time to support disadvantaged SEN TA support for disadvantaged in classes Head Teacher working with Year 6 Maths sessions Deputy Head working with Year 1, EYFS, Booster groups Year 6 Use of online learning platforms such as Purple Mash, Maths Shed, Spelling Shed etc. for homework Nessy <p>Solent Maths Hub –release time and supply cover for teachers and Head teacher to work on Mastery Maths project</p> <p>release time and supply cover for teachers to work on the English Project</p> <p>Resources such as NFER diagnostics Purple Mash etc.</p> <p>Smaller groups for targeted support linked to the HIT Plans, Toe by Toe, Dyslexia screening, Diagnostic tests.</p>	<p>1/2 day per week + on costs £4,600</p> <p>x 2 Key Stage Leaders 1 day a half Term ½ day a week SENCO + Cost of having a TA in every class mornings KS1 and 2 TA'S in KS2 mornings. £12,000</p> <p>£2,000 £2,000 5 hrs + on costs</p> <p>£6,000</p> <p>2 x teaching staff 2 hrs per week x 12 weeks £850</p> <p>£500</p>
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Wider support strategies (Emotional, social and behavioural support & Enrichment)

- staff to support children with Mental Health anxieties
- Safeguarding CPD for all staff around 'signs to look for' in vulnerable children.
- Crew Club
Play Therapy/Sand Therapy
- ELSA
- Improvements in attendance; case studies where support has been put in place including collecting children where parent 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
- Homework Club costs of 1 HLTA who runs it
- Free uniform/ shoes if needed
- Support with access and completion of paperwork
- Visits to dentist, doctors if parents are struggling to organise.
- 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

ELSA x 2 staff for 1 hour each per day
Play Therapy
Crew Club
£2,500

Attendance issues, chasing, meetings with EWIO and SAM meetings with parents (formal and informal) collecting children from home, admin time.
£5,000

After School club attendance enables children to engage with other Children, in different year groups to see modelled behaviour as well. Homework club has proved very beneficial for KS2 children who struggle to complete homework at home. Uniform is provided for children from disadvantaged families. Some parents appreciate support when completing detailed paperwork
£3,500

We encourage PP children to attend clubs and give them priority. Parents who struggle to afford full payment of a trip or residential, are offered the opportunity to discuss payment plans and reduction in total cost. **£4,000**

<p>LAC:</p> <ul style="list-style-type: none"> • CPD for staff to support children with Mental Health anxieties following extended absence from school. • Safeguarding CPD for all staff around ‘signs to continue to look for’ in the vulnerable children school had limited contact with, during lockdown. • Play Therapy • After school clubs • Swimming lessons • ELSA • Crew Club (Breakfast club) • Music Lessons • Booster groups 	<p>Attendance at clubs and on trips and visits is financially supported and encouraged Play Therapy and ELSA support - children access one or the other on a rota £4,000</p>
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School Improvement Plan 2021/22 priorities for disadvantaged pupils		
Objectives	Actions	Monitoring/Success Criteria
<p>Leadership and Management</p> <p>1.1 To ensure that the curriculum (especially new Learning Journeys) for combined year groups and separate year groups, meet the criteria and provides appropriate progression and challenge</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 for Autumn topics</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</p> <p>Pupils/year groups in different classes are being given similar learning opportunities and the level of work is consistent across classes</p> <p>Tracking on Calendar Meetings re HIT plans take place and evidence of learning against targets recorded</p>

<p>1.2 To ensure that the transition and pedagogy in Year 1 meets the needs of all the pupils to improve outcomes</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>Quality of Education</p> <p>2.1 To ensure that Learning Journeys are balanced and effective to support improved continuity and progress in Reading and Writing</p> <p>2.2 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.</p> <p>2.3 To ensure that class based interventions are impacting positively on all pupils, especially SEN and disadvantaged pupils, using HIT plans for specific pupils</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>Continue to embed the Reading Project</p> <p>Identify key domains for writing that require focus – ensure they are planned for within the Learning Journeys</p> <p>Reading is monitored and is effective in supporting the progress of vulnerable pupils</p> <p>Medium Term planning shows clear purpose in the use of their Learning Journey texts</p> <p>Curriculum domains taught explicitly through a sequence of lessons linked to a rich text, further CPD is provided as necessary</p> <p>Pupil premium Profiles are up to date for Autumn term</p>	<p>Monitor Learning Journeys</p> <p>Evidence of a sequence of lessons linked to domains, meeting the needs of the pupils</p> <p>Guided Reading is taught daily</p> <p>Evidence of a sequence of lessons linked to domains, meeting the needs of the pupils</p> <p>Spelling and Handwriting taught 3x a week</p> <p>Pupil premium Profiles are in place</p>

<p>Curriculum Development</p> <p>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.</p> <p>3.3 To begin to implement the Island Schools' Mental Health Charter in order to support the mental health of our children</p>	<p>Monitoring is undertaken by Christmas</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>HIT Plans reviewed and new ones are completed – to include close to ARE and GD</p> <p>Information shared with staff</p> <p>Action Plan in place</p> <p>Action plan to be shared with PDL Governor.</p>	<p>Key Skills are used for assessment</p> <p>Pupils/year groups in different classes are being given similar learning opportunities and the level of work is consistent across classes</p> <p>Tracking on Calendar</p> <p>Meetings re HIT plans take place and evidence of learning against targets recorded</p> <p>Mental Health Charter to be launched in school for September 2021</p> <p>Actions completed</p> <p>PDL governor aware of action plan and any support required.</p>
<p>Personal development, behaviour and welfare</p> <p>4.1 To continue to work with the LA and other agencies, as appropriate, to continue to secure good attendance, especially for disadvantaged pupils</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</p>	<p>Overall attendance for 2020-2021 remains 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>PA remains lower than National</p> <p>Teachers continue to be more closely involved with attendance and communication is improved</p>

	<p>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>Far fewer holidays/request for absences apart from medical, continue to be authorised</p> <p>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>Mental Health Charter to be launched in school for September 2020</p> <p>Actions completed</p> <p>PDL governor aware of action plan and any support required.</p>
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Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2021 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

Progress (2021) Disadvantaged Pupils Yr 6

	School PP Progress measure	School Non - PP Progress	National Disadvantaged Progress	National Non-PP Progress
Reading	2.2	2.3	Data not available yet	
Writing	2.1	2.2		
Mathematics	2.2	2.2		

Progress (2021) Disadvantaged Pupils – whole school

	School PP Progress measure KS1	School Non - PP Progress KS1	School PP Progress measure KS2	School Non - PP Progress KS2
Reading	2.4	2.2	1.8	1.9
Writing	2.9	2.5	1.5	1.8
Mathematics	2.0	2.6	1.6	1.7

At this point in the year, including the Lockdown impact **Outstanding = 2+** **Good = 1.5+** **Requires Improvement = below 1.5** **Inadequate = 1**

The impact of last year's pupil premium priorities and outcomes

Teaching and learning

Reading progress improved from good to outstanding in KS1 for both PP and Non PP Pupils.

Writing progress improved from good to outstanding in KS1 for both PP and Non PP Pupils.

Reading progress improved in Year 6 for both Non PP and PP pupils.

Writing progress improved from good to outstanding in Year 6 for Non PP Pupils.

Maths KS1 dipped slightly into good from outstanding.

Reading Writing and Maths for PP stayed the same – good for PP pupils and improved for Non PP Pupils.

26% of PP children are also on the SEND register.

Emotional, social and behavioural support

- **Attendance**

Overall attendance for PP pupils in 2020 - 21 to the 30/07/21 89.99% This is a drop on the previous year however Lockdown had a big impact with many parents keeping children at home, despite school being open for the vulnerable groups. Attendance for non PP children for the same period was 96.4% just marginally below the whole school target of 96.5%.

Service children achieved higher attendance in the same period with 97.3% attendance overall.

We will continue to reward good attendance by encouraging classes, year groups and the school as a whole to 'earn' extra free choice time or outside play when the attendance hits 100%.

- **Exclusions**

No PP children have been excluded this year.

- **Enrichment**

Identified PP children have benefited from financial and adult support to ensure they are included in a range of enrichment opportunities. Including: Sports and sporting events to help self-discipline, Arts to encourage individuality, Music to explore expression, yoga and mindfulness to encourage self-awareness alongside a wide and varied curriculum of lessons and activities. Children have also had access to Play Therapy, Sand Therapy, Piano lessons, gardening, animal care (Chickens) trips, after school clubs, Crew Club and leadership opportunities.

The impact of service premium for 2020/21 academic year

Teaching and learning

Service children achieved higher results than PP and Non PP in Reading Writing and Maths with all 3 making outstanding or above, progress

One of the two PP in Year 3 is on the SEND register and close to ARE

Progress across KS1 shows that PP made Outstanding progress in Reading, Writing and Maths

Progress across KS2 shows that PP made good progress in Reading, Writing and Maths

Progress in Year 6 was Outstanding in Reading, Writing and Maths

Reading and Writing in KS1 PP exceeded Non - PP progress

Reading and Maths exceeded Non - PP progress in KS2

Reading, Writing and Maths met or exceeded Non - PP in Year 6

Emotional, social and behavioural support

- Attendance

Overall attendance for Service pupils in 2019-20 to the 26th March was %.with no children under 95%. This is the second year in a row overall attendance has improved; it now exceeds the whole school target of 96.5%.

We will continue to reward good attendance by encouraging classes, year groups and the school as a whole to 'earn' extra free choice time or outside play when the attendance hits 100%.

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