

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	197 (183 July 22)
Proportion (%) of pupil premium eligible pupils	19% (22% July 22)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023, July 24
Statement authorised by	Mrs S Praetig HT
Pupil premium lead	Mrs N Coates (SP September 22)
Governor / Trustee lead	Inclusion Lead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,695
Recovery premium funding allocation this academic year	£2972.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50667.50

# 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 (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.
2 (1.2)	To ensure that the transition and pedagogy in Year 1 meets the needs of all the pupils to improve outcomes
3 (2.1)	To ensure that Learning Journeys are balanced and effective to support improved continuity and progress in Reading and Writing
4 (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.
5 (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
6 (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 (3.3)	To begin to implement the Island Schools' Mental Health Charter in order to support the mental health of our children

8 (4.4)	To continue to work with the LA and other agencies, as appropriate, to continue to secure good attendance, especially for disadvantaged pupils
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## 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>(1.1) Monitoring sessions for foundation subjects are on the calendar. Teachers to ensure topic planning for Science, History, Geography meet the National Curriculum Key Skills for assessment for Autumn topics. 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) Progress against HIT planned for Y1 are reviewed Pedagogy is constantly being reviewed for Y1 pupils to ensure the balance of independent and formal learning is correct 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>(2.1, 2.2, 2.3) Planning shows clear purpose in the use of their Learning Journey texts and matches the needs of pupils CPD is provided as necessary Continue to embed the Reading Project 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 Curriculum domains taught explicitly through a sequence of lessons linked to a rich text, further 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>Guided Reading is taught daily</p>

<p>Pupil premium Profiles are up to date for Autumn term</p>	<p>Evidence of a sequence of lessons linked to domains, meeting the needs of the pupils Spelling and Handwriting taught 3x a week Pupil premium Profiles are in place</p>
<p>(3.1) 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>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>(3.3) Information shared with staff Action Plan in place Action plan to be shared with PDL Governor.</p>	<p>Mental Health Charter to be launched in school for September 2021 Actions completed PDL governor aware of action plan and any support required.</p>
<p>(4.1) Half termly with EWIO and internal attendance team to review attendance</p> <p>EWIO to meet with approx. once every four weeks – on calendar 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 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. Teachers continue to be more closely involved with attendance and communication is improved.</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 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</p>

support required.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release of Key Stage Leaders to monitor PP within Key Stages. phase and reporting time to feed back to PP leader and strategic team.</p> <p>SLT release time for monitoring evaluation and feedback cycle</p>	<p>The EEF 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>	
<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>	

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

Budgeted cost: £11350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• SENCo time to support disadvantaged SEN</li> <li>• TA support for disadvantaged in classes</li> <li>• Headteacher working with Year 6 Maths sessions</li> <li>• Deputy Head working with Year 1, EYFS, Booster groups Year 6</li> <li>• Use of online learning platforms such as Purple Mash, Maths Shed, Spelling Shed etc. for homework</li> </ul>	<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. Findings showed that children who received 30weeks intervention made on average 4months additional progress in language skills compared children receiving standard provision.</p>	

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

Budgeted cost: £19,000

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

<ul style="list-style-type: none"> <li>• children where parent ill, hospitalised or has no form of transport</li> <li>• Support and challenge for children who are regularly late to school. Headteacher and EWIO meet with families</li> <li>• After school clubs support disadvantaged children</li> <li>• Homework Club costs of 1 HLTA who runs it</li> <li>• Free uniform/ shoes if needed</li> <li>• Support with access and completion of paperwork</li> <li>• Visits to dentist, doctors if parents are struggling to organise.</li> <li>• Clubs resourcing</li> <li>• Subsidised club attendance</li> <li>• Subsidised visits</li> <li>• Subsidised residential trips</li> <li>• Loan of equipment for home use eg Weighted blankets, Sensory and ICT equipment.</li> <li>• Hampers of food and toys for Christmas for most vulnerable</li> </ul>	<p>them to infer but also promotes their development 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>	
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**Total budgeted cost: £50,350** 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 pupils in the 2020 to 2021 academic year.

<p><b>Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP &amp; SEN)</b>          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.</p>				
<p><b>Progress (2021) Disadvantaged Pupils Yr 6</b></p>				
	<p><b>School PP Pro- gress measure</b></p>	<p><b>School Non - PP Progress</b></p>	<p><b>National Disad- vantaged Progress</b></p>	<p><b>National Non- PP Progress</b></p>
<p><b>Reading</b></p>	<p><b>2.</b> <b>2</b></p>	<p><b>2.</b> <b>3</b></p>	<p><b>Data not available yet</b></p>	
<p><b>Writing</b></p>	<p><b>2.</b></p>	<p><b>2.</b></p>		

	<b>1</b>	<b>2</b>	
<b>Mathematics</b>	<b>2.</b> <b>2</b>	<b>2.</b> <b>2</b>	



### 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**

## 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
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children achieved higher results than PP and Non PP in Reading, Writing and Maths with all 3 making outstanding or above, progress.</p> <p>One of the two PP in Year 3 is on the SEND register and close to ARE.</p> <p>Progress across KS1 shows that PP made outstanding progress in Reading, Writing and Maths.</p> <p>Progress across KS2 shows that PP made good progress in Reading, Writing and Maths.</p> <p>Progress in Year 6 was Outstanding in Reading, Writing and Maths.</p> <p>Reading and Writing in KS1 PP exceeded Non - PP progress.</p> <p>Reading and Maths exceeded Non - PP progress in KS2.</p> <p>Reading, Writing and Maths met or exceeded Non - PP in Year 6.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*