



Cowes Primary School - Pupil Premium Strategy Statement 2020/21

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 2020/21:

- £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.

COVID-19

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per

pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term. (CUP)

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 2020, March 2021, May 2021, July 2021 (PP strategy updated impact statement published)

Current Profile						
Academic Year	2020/21	Number of Pupils eligible for PP	38	Breakdown of PP Pupils		
NoR	227	Total PP budget	£ 48975	FSM/Ever6	Service	LAC
Date of Statement	July 2020	Review Date(s)	March 2021 and July 2021	35	3	1

		Catch Up Premium	Tranche 1 & 2 £46.67/pupil Tranche 3 £33.33/pupil	£1586.78 £1586.78 £1133.22		
Summary allocation of funding						
<p>A tiered approach for 2020/21 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</p> <ul style="list-style-type: none"> - 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>Effective diagnostic assessment</p> <ul style="list-style-type: none"> - Progress reviews / forensic analysis of learning gaps - Responsive use of formative and summative assessment for curriculum design and setting EOY Targets <p>Supporting remote learning</p> <ul style="list-style-type: none"> - IT platforms / CPD - Effective relationships / feedback - Quality assurance <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. 				<p>Expenditure (PP/CUP)</p> <p>1/2 day per week + on costs £4,500</p>		

<ul style="list-style-type: none"> • EYFS early intervention/communication and language support. KS1/2 comprehension/vocabulary development/ Feedback/Metacognition and self-regulation strategies. • 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 • Booster groups Year 6 	<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. £10,000</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>
Targeted Academic Support	
<ul style="list-style-type: none"> • Teacher release time for planning and supporting on line home learning • Use of online learning platforms such as Purple Mash, Maths Shed, Spelling Shed etc. • Solent Maths Hub –release time and supply cover for teachers and Head teacher to work on Mastery Maths project • release time and supply cover for teachers to work on the Reading Project • Resources such as NFER diagnostics Purple Mash etc. • Smaller groups for targeted support linked to the HIT Plans • Toe by Toe, Dyslexia screening, Diagnostic tests. 	<p>CUP £4306.78 over 3 terms</p>

Wider support strategies (Emotional, social and behavioural support & Enrichment)	
<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 look for' in the vulnerable children school have had limited contact with, during lockdown. • Crew Club Play 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 resources • Subsidised club attendance • 1 -1 staff to support club attendance • Subsidised visits • Subsidised residential trips • Loan of equipment for home use eg Weighted blankets, Sensory and ICT equipment. • Swimming lessons • Music Lessons • Booster groups 	<p>ELSA x 2 staff for 1 hour each per day Play Therapy Crew Club £2,500</p> <p>Attendance issues, chasing, meetings with EWIO and SAM meetings with parents (formal and informal) collecting children from home, admin time. £5,000</p> <p>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</p> <p>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>

	<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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COVID-19 lockdown phase

Attendance in school; childcare provision
 Home learning; year group and personalised tasks, reading fluency
 Safeguarding; vulnerable returns to LA; external agencies
 Support to vulnerable families; free school meals, keep in touch emails and phone calls
 Physical resources supplied e.g. writing slopes, wobble cushions, weighted blankets, pencil grips etc

Reintegration June/July 2020

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year R, 1 & 6: Revisit prior learning, challenge pupils to remember and apply secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics.
- Interventions
- July; transition information: summative assessments, domain analysis and learning behaviours

Recovery curriculum planning – September 2020

- Catch up planning for pupils who didn't attend school in summer term: align the catch up coverage with the new year's curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions
- Use of online learning eg. Purple Mash, Maths Shed, Spelling Shed.

Key barriers and rationale for Pupil Premium priorities

Some disadvantaged pupils are affected by

- Small numbers of PP pupils have attendance below 95%.
- Some children relocate regularly therefore aspects of education are inconsistent (high turbulence)
- Some children do not access or have limited support for home learning.
- Some children do not have access to Wi-Fi at home so are unable to access online home learning
- Some children require lots of additional emotional support to start the day well including friendship support
- Poor attendance and regular lates adversely affect learning through missed sessions.
- Some disadvantaged children do not come to school with suitable clothing including PE kits, shoes, wellies and raincoats.
- Some disadvantaged pupils need support to develop their vocabulary, spellings and handwriting. spelling scheme across the school in
- Gaps in phonic knowledge (EYFS, KS1)
- 21% of PP pupils also have SEND difficulties.
- Some PP pupils have weak Metacognitive skills and their self-regulation needs developing.
- PP children can start school with poorer language and communication skills than non - pp children. In KS1, more time is allocated to re-enforcing the common language through repetition, talk for writing techniques, and modelling

School Improvement Plan 2020/21 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</p> <p>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 Learning journeys show application of grammar in context. This will be evidenced in books in skills response lessons (apprentice write)</p> <p>2.1 Staff can clearly articulate the purpose of their texts and this is clear through medium term planning for Spring Term</p> <p>2.2 The spelling and handwriting scheme continues to be reviewed and measured for impact</p> <p>2.3 Pupil premium profiles inform planning and forensic tracking identifies areas that are preventing pupils reaching ARE</p>	<p>Guided Reading is taught daily – English Lead to continue to monitor</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>Ensure Spelling and Handwriting are being taught as per timetable – min 3 times per week each Pupil premium Profiles are in up to date for September</p> <p>HT/DH check HIT plans against data to ensure appropriate pupils have these plans</p> <p>Additional CPD is delivered as required to support Maths progress</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>HIT plans shared and planning reflects the needs identified in these plans</p> <p>Appropriate pupils on the plan</p> <p>CPD needs identified</p>

<p>2.4 Forensic tracking identifies key areas for pupils to attain GDS who should be on track to do so</p> <p>2.5 Monitoring evidences effective reasoning being taught and developed across the year groups</p>	<p>Diagnostic work with key pupils identify gaps in learning to support HIT plans</p> <p>Maths Lead to monitor Maths across the school</p>	<p>Diagnostic identification of gaps take place</p> <p>Monitoring takes place Autumn Term</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 (fill in dates)</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 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>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</p>

<p>4.2 To begin to implement the Island Schools' Mental Health Charter in order to support the mental health of our children</p>	<p>Information shared with staff Action Plan in place</p> <p>Action plan to be shared with PDL Governor.</p>	<p>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 2020 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 (2020) Disadvantaged Pupils				
	School PP Progress measure	School Non - PP Progress	National Disadvantaged Progress	National Non-PP Progress
Reading	2	2	Data not available yet	
Writing	2.3	1.8		
Mathematics	2.7	2.4		

Progress (2020) 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	1.53	1.88	1.8	1.75
Writing	1.93	1.8	1.55	1.55
Mathematics	2.05	2.05	1.5	1.35

At this point in the year **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

PP achieved lower results than Non PP in Reading Writing and Maths in KS1. However with only 2 PP children in the year group this equals 50% per child

One of the two PP in Year 2 is on the SEND register and was close to ARE

21% of the PP children are also on the SEND register

Progress across the school @ March data drop, shows that PP made Good or Outstanding progress.

Writing in KS1 and Year 6 exceeded Non - PP progress

Reading and Mathematics 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 PP pupils in 2019-20 to the 26th March was 96.7%.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%.

- **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.