

Cowes Primary School



Pupil Premium Strategy Statement 2018/2019

School Destination

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 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 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
- £2,300 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 £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium. At present we have 1 service child 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., EWO

Pupil Premium Strategy Group	
Team member	Role
Nicky Coates	Deputy Head, SENDCo, PP Leader (EYFS data, attendance data, summary actions and evaluation)
Rachael Groves	KS1 Leader (KS1 data/monitoring/professional development)
Kirsty Thomas	KS2 Leader (KS2 data/monitoring/professional development)
Amy Duncan	Inclusion governor (pupil voice)
Review Dates for academic year:	December 2018, March 2019, May 2019, July 2019 (PP strategy updated impact statement published)

Current Profile						
Year	2018/19	Number of Pupils eligible for PP	40	Breakdown of PP Pupils		
NoR	245	Total PP budget	£60980	FSM/Ever 6	Service	LAC
Date of Statement	July 2018	Review Date(s)	March 19 and July 2019	38	1	1

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register	Lower Attaining Pupils from EYFS or KS1/2	Middle Attaining Pupils from EYFS or KS1/2	Higher Attaining Pupils from EYFS or KS1/2
EYFS	1	1			
Year 1 (38)	4 (0 SEND) 11%	0	2	2	
Year 2 (42)	4 (0 SEND) 10%	0	3	1	
Year 3 (30)	7 (3 SEND) 23%	5 16.7%	5	2	
Year 4 (41)	12 (4 SEND) 30%	4 9.8%	8	3	1
Year 5 (34)	4 (0 SEND) 12%%	3 8.8%	3	1	
Year 6 (38)	8 (3 SEND) 21%	8 21%	6	2	

Current Attainment KS2 (2018 SAT's results)								
Percentage and number reaching expected standard	PP Outcomes (7) pupils	Non-PP Outcomes Including SEND (41) Without SEND		Gap Including SEND Without SEND National			National Disadvantaged (2018 data not yet)	National Non-PP Outcomes
Reading, Writing & Mathematics combined		46%	55%				Currently Not Available	64%
Reading	71% (5) 29% (2) at GDS	65%	77.5%	+6%	- 6.5%	+11%	60% (2017)	71%
Writing	86% (6) 15% (1) at GDS	73%	87.5%	+13%	- 1.5%	+20%	66% (2017)	76%
GPS	57% (4) 15% (1) at GDS	71%	82.5%	-14%	- 23.5%	- 9%	66% (2017)	78%
Mathematics	43% 0 at GDS	54%	62.5%	-11%	- 19.5%	- 20%	63% (2017)	75%
<p>NB. PP children achieved higher results than Non PP in Reading and Writing Maths and GPS are a whole school priority 1 pupil in top 2% of UK for Reading 3 pupils are in top % of UK for GPS 4 pupils achieved GDS in all subjects (0 in previous year) 13 achieved GDS in Writing and 12 in Reading</p>								

Current Progress - KS2 (2018 Teacher Assessment)				
	School PP Progress measure (7 pupils)	School Non-PP Progress	National Disadvantaged Progress	National Non-PP Progress
Reading	100%	90% (23% at GDS)	Data not yet available	
Writing	100%	85% (27% at GDS)		
Mathematics	86%	88% (23% at GDS)		

Current Attainment KS1 Disadvantaged Pupils (2018 SAT's results)					
Percentage and number reaching expected standard	PP Outcomes (6 pupils, 4 out of 6 SEND)	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
Reading, Writing & Mathematics combined	(2) 33%	(16) 69% (9% at GDS)			
Reading,	(3) 50%	(20) 87% (17% at GDS)			
Writing	(2) 33%	(17) 74% (9% at GDS)			
Mathematics	(3) 50%	(20) 87% (17% at GDS)			
Data not yet available (Sept 18)					

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some disadvantaged pupils

Small numbers of PP pupils have attendance below 95%.

Some PP pupils relocate regularly therefore aspects of education are inconsistent (high turbulence)

Some PP pupils do not access or have limited support for home learning.

Barriers for learning that make some disadvantaged less successful in their learning

Some disadvantaged pupils need support to develop their vocabulary, spellings and handwriting. (KS2)

Gaps in phonic knowledge (EYFS, KS1)

25% of PP pupils also have SEND difficulties.

Some PP pupils have weak Metacognitive skills and their self-regulation needs developing.

Summary allocation of funding	Expenditure
Teaching and Learning	£40000
Emotional, social and behavioural support	£12000
Enrichment	£9000
Total Expenditure	£61000

The impact of the funding allocations and improvements outlined in the PP strategy 2017/18

Teaching and learning

• **Attainment**

EYFS	No. and % of children attaining GLD	KS1		KS2	
4 children	(4) 100%	Reading	73% 13% GDS	Reading	71% (5) 29% (2) at GDS
		Writing	60% 16% GDS	Writing	86% (6) 15% (1) at GDS
		Phonics	All 92% B 84% G 96%	GPS	57% (4) 15% (1) at GDS
		Mathematics	76% 13% GDS	Mathematics	43%

PP pupils achieved higher results than Non PP in Reading and Writing in KS2 but were lower in Mathematics

PP pupils achieved lower results than Non PP in Reading Writing and Maths in KS1 however 4 are on the SEND register and 1 is SEND and LAC

• **Progress**

EYFS	Average points progress	KS1 No. and % of children achieving expected or above expected progress		KS2 No. and % of children achieving expected or above expected progress	
Reading	(4) 5.5	Reading	67% (4)	Reading	100% (7)
Writing	(4) 6.0	Writing	67% (4)	Writing	100% (7)
Communication And Language	(4) 6.5	GPS	Not available	GPS	Not available
Maths	(4) 6.25	Mathematics	67% (4)	Mathematics	86% (6)

Emotional, social and behavioural support

- **Attendance**

Overall attendance for PP pupils in 2017-18 was 94.46%. This is a slight drop from the previous Year (95.7%) This was due to one pupil having ongoing sickness and one 'Persistent Absentee' who is under a CP plan and joined us later in the school year. Under guidance from the EWIO we have tightened our procedures regarding authorised absences. In 2018 – 19 we will be rewarding good attendance further by encouraging classes, year groups and the school as a whole group to 'earn' extra free choice time or outside play when the attendance hits 100%.

- **Exclusions**

No PP children have been excluded in the 2017-18 academic school 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.

Acronym Key

PP	Pupil Premium/Disadvantaged	GDS	Greater Depth
SEND	Special Educational Needs & Disabilities	ARE	Age Related Expectations
EHCP	Education Health Care Plan	LA	Local Authority
EWO	Education Welfare Officer	SATs	Standard Attainment Tests
EAL	English as an Additional Language	EYFS	Early Years Foundation Stage
LAC	Looked After Child	CPD	Continuing Personal Development (Training)
GLD	General Level of Development		