



Cowbit St Mary's Endowed Church of England School

Pupil Premium Strategy Statement

1. Summary information 2019/2020					
School	Cowbit St Mary's Endowed Church of England School				
Academic Year	2019-2020	Total PP budget	£ 23,760	Date of most recent PP Review	June 2019
		Carry forward	£ 5,670		
		Total PP budget	£ 29,430		
Total number of pupils	66	Number of pupils eligible for PP	18	Date for next internal review of this strategy	December 2019

2. Current attainment	
	Due to very small cohort and GDPR detailed PP data is not presented and is recorded internally in school for inspection purposes.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills) Some barriers below may not be pertinent to every PP child as this is a compiled list.

A.	Limited range of vocabulary due to learning experiences and range of vocabulary used.
B.	Motivation to work independently and confidently.
C.	Lack of self-esteem, confidence in ability and emotional resilience.
D.	A small number of the group lack perseverance needed to achieve.

External barriers (issues which also require action outside school, such as low attendance) Some barriers below may not be pertinent to every PP child as this is a compiled list.

E.	Most pupils are fluent readers but lack comprehension and understanding of vocabulary heard or read.
F.	Socialising with a range of peers outside of school setting.

4. Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

A.	Improved vocabulary in : I. Reception following baseline data. II. Year 1 PP pupils to bridge gap in phonics' skills III. KS1 reading and writing to move towards developing greater depth IV. Pupils in Y3-5 close gap in Reading and Writing V. Pupils in Year 6 to accelerate progress in Reading Comprehension skills and use deeper range of vocabulary in Writing.	I. End of Year shows GLD for PP pupils in Reading and Writing II. Pupils achieve WA or show rapid progress in RWInc assessments III. Pupils reach GD in Reading and Writing IV. Pupils progress in RWInc assessments or on Pscals (WTS to EXS) V. Pupils progress in RWInc assessments, higher percentage in EXS for Reading and Writing. Evidence of progress to be positive within range of progress
B.	Pupils to work independently when Reading and Writing. When completing Varied Fluency/Reasoning and Problem solving skills to be confident in own methods.	Pupils' book work show extended writing, completion of mathematical problems; giving explanation for reasoning. Pupils move towards EXS and GD.
C.	Pupils show resilience and take pride in their achievements.	Pupils confidently discuss their work and progress.
D.	Focus pupils to persevere when facing challenges.	Display a 'can do' attitude towards their learning which will be evident in books.
E.	Pupils to be encouraged to read at home and reading being discussed at home.	Evidence of parental engagement through Accelerated Reader.
F.	Pupils have opportunities to meet and interact with peers after school and in range of settings. (school educational trips etc.)	Pupils will interact positively on the playground and after school. Pupils interact in team building activities and on trips.

Intervention	Description of in school use	Amount allocated Total	Impact Summary Milestones		
			December	March	July
Teaching and Learning	<p>Employ qualified teacher for one day per week in Y4/5/6 to provide quality first teaching to ensure PP children get targeted, focused support in order to make accelerated progress and to close the gap in reaching or exceeding national expectations.</p> <p>Employ qualified teacher ½ days X 2.</p> <p>One ½ day with Y4/5/6 and ½ day in Year 2/3 working with PP pupils in small group to give focused support in Writing and Maths Reasoning and Problem Solving.</p>	<p>£8285</p> <p>£5492</p>			
Curriculum Resources	<p>STAR MATHS through Accelerated Maths Renaissance Learning. Teachers assign targeted work on iPads which is tested via web-based system. Teachers to see improvement in Mathematical Age and to target gaps in skills.</p> <p>High interest level Accelerated Reader books for Lower Reading Banded pupils in order to stretch and broaden vocabulary. Accelerated Reader Programme to enhance Reading Voc and Comprehension. Parents can follow pupils' progress by logging onto the site. This will also have a positive impact on Writing.</p>	<p>£ 473</p> <p>£3172</p>			
TA Interventions	<p>TA employed 2days in Y2/3 to support small groups of PP children to bridge gap in attainment and to show good progress. Additionally to allow the class teacher to work in providing targeted support for PP to achieve Greater Depth in RWM.</p> <p>This arrangement also allows for budgeted TA to work in R/Yr1 class to support the Class teacher in enriching vocabulary and supporting RWInc.</p>	£3524			

Inclusion and Enrichment	PP children and/or family members to have 'talk time' with qualified Specialist Teacher and Pastoral Consultant for 30hrs/year. This will enable the school and parents to have a stronger understanding of how to meet pupils' needs as well providing PP children with emotional support. (resilience)	£1350	
Inclusion and Enrichment	Friends programme Fun Friends and Friends for Life. Promoting wellness, well-being, resilience and high self-esteem. 6 week programme for Ks1/KS2. A trained TA to deliver programme and for pupils to have web-based book to complete.	£ 400	
Inclusion and Enrichment	Supplemented trips to allow PP children to attend educational and residential visits.	£ 400	
Inclusion and Enrichment	Subsidised uniforms for pupils in local area.	Additional Support but not financed through PP grant.	
Leadership	Management time for training, monitoring and evaluating PP grant provision. Pupil Premium Review.	£4006	
Total Spend		£27102	