



Cowbit St Mary's Endowed Church of England School 2017-2018

1. Summary information					
School	Cowbit St Mary's Cof E Primary				
Academic Year	2017-2018	Total PP budget	£ 19 800	Date of most recent PP Review	Sept 2017
Total number of pupils	74	Number of pupils eligible for PP	17	Date for next internal review of this strategy	March 2018

2. Current attainment			
Based on KS2 results May 2017 9 pupils (excluding 3 dis-applied EAL)	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	44%	0%	57%
% achieving expected standard or above in reading	56%	50% (above expected)	57%
% achieving expected standard or above in writing	44%	0%	57%
% achieving expected standard or above in maths	67%	50%	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Limited vocabulary and use of non-standard English (<i>i.</i> barrier to learning Phonics in EYFS/KS1 <i>ii.</i> writing, spelling, reading comprehension in KS1/KS2)
B.	Limited mathematical vocabulary particularly with: <i>i.</i> shape and space in EYFS/KS1 and <i>ii.</i> Vocabulary in problem solving KS1/KS2
C.	Learning behaviours in KS2 -PP pupils with SEN (behavioural and emotional)
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	PP with poor attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>i.</i> Pupils to demonstrate correct phoneme/grapheme/blend th, v, f, etc. <i>ii.</i> Pupils to use a broad/enriched vocabulary and standard English when expected in writing.	-Evidence of phonics skills/ assessment show progress and competency. -Written work shows strong vocabulary, grammar and punctuation skills.
B.	<i>i.</i> Pupils to show understanding of a range of 2-d and / or simple 3-d shapes. <i>ii.</i> Pupils to understand vocabulary in word problems to calculate.	-In adult observations of C.I. learning/ evidence in learning journeys, pupils use correct shape names. -In independent work pupils use correct calculation for solving.
C.	Pupils to show a positive attitude towards learning and increased focus on working independently.	-Pupils work independently in class to complete learning tasks, without distracting others.
D.	Pupil(s) with a high percentage of authorised absences to be supported to show progress and intervention for lost learning time.	Intervention in place for coverage of lessons/obj which were taught during absences.

5. Planned expenditure					
Academic year	2017-2018				
Quality of teaching for all- SEE linked Whole School Development Plan					
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) and B)	<p>Teacher - 1:1 and small groups (2 days per week April-December) Teacher Assist. - 1:1 and small groups (1 day per week April-December) Teaching Assistant (2 days per week from November)</p> <p>Teaching of additional RWInc, Afternoon intervention through Catch-up literacy/numeracy. Fast Maths/Fast Write</p>	<p>RWInc proven programme for delivering phonics. 1:1 with a qualified teacher proven effective through EEF. Research through Edison Learning/NAHT aspire programme. Last year targeted and bespoke 1:1 intervention proved effective.</p>	<p>Book looks, lesson observations, walk-throughs, PPM, Achievement Team Meetings.</p>	<p>BJ-HT LH- SEND HL- LEAP school champion</p>	<p>March</p>
C)	<p>Targeted pupils work with Specialist in monitoring and improving behaviour. Specialist meets with Parents as well to discuss factors and strategies at home as well as school.</p>	<p>As 'outside' support pupils feel freer to speak and listen to advice given. Parents have found this beneficial as well.</p>	<p>Monitoring of discussions and notes.</p>	<p>LH-SEND</p>	<p>March</p>
D)	<p>Teacher to give 1:1 support as in A but with poor attenders. Certificates to 100% and rewards for improvement. (some pupils will not have 100% but will show improvement term by term.)</p>			<p>BJ-HT</p>	<p>July</p>
Total budgeted cost					£17828

ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils show enjoyment for reading thus improving fluency and comprehension.	Purchase Accelerated Reader programme and library books.	Most of the staff at school have used this programme previously at other settings and have seen its effectiveness. Also recommended through EEF via LEAP programme.	Reports, Reading Age and pupil interviews.	BJ HL	July 18.
Total budgeted cost					£2109.

Review of expenditure 2016-2017

The range of provision the school has used the Pupil Premium Grant (PPG) allocation for includes:

Providing small group work with an experienced teacher focussed on gaps in learning.

The major focus of our work through Pupil Premium is aimed at accelerating pupil progress.

1:1 tuition from an experienced teacher using Catch-up Reading.

Providing bespoke small group Maths intervention twice a week for an 30min.

Delivering Phonics in Reception and Teaching Reception based pupils 3 mornings per week.

Overview of the School 2016/2017

Number of Pupils and Pupil Premium Grant Received 2016/2017

Total number of pupils on roll (NOR)	72
Total percentage of pupils eligible for PPG	11%
Total amount of PPG received	£17 460

The impact for the PPG for 2016/2017 has been:

Pupils have benefitted greatly from the enrichment of the curriculum and the support on offer. Improved attendance and punctuality along with improved self-esteem and self-image have led to clear gains for many of these pupils.

Phonics Screening

2 out of 3 PP (66%) pupils working at the expected level.

End of KS1

100% PP pupils working at expected level in Maths and Reading.

End of KS2

1 out of 2 PP pupils reached expected level in Maths and Reading.

Pupil Premium Grant received 2017/2018 £19 800

To date current spend has enabled us to continue to:

Provide a range of 1:1 and small group tuition using intervention programmes.

Accelerated reading programme aimed at disadvantaged children.