



Cookridge Primary School
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Cookridge Primary School's Pupil Premium Strategy Statement 2018/19

I. Summary information					
School	Cookridge Primary School				
Academic Year	2017/18	Total PP budget	£146,800	Date of most recent PP Review	Jul 2019
Total number of pupils	314	Number of pupils eligible for PP	87	Date for next internal review of this strategy	Jan 2019
Lead staff member:	Ben Kerr (Deputy Headteacher)			Lead Governor:	Faye Thompson

II. Current attainment							
School pupils eligible for PP 2016/17 (national floor target) (Unvalidated 2017/18 data)				All national pupils not eligible for PP 2016/17(Other) (Unvalidated 2017/18 data)			
% achieving expected standard or above in reading, writing and maths		28% (43%)		% achieving expected standard or above in reading, writing and maths		67% (81.5%)	
progress in reading	-3.3 (-5) (+1.0)	Attainment in reading	39% (64%)	progress in reading	-3.1 (+1.5)	Attainment in reading	77% (88.9%)
progress in writing	-1.1 (-7) (-1.5)	Attainment in writing	67% (57%)	progress in writing	-0.6 (+0.3)	Attainment in writing	81% (92.6%)
progress in maths	-1.2 (-5) (+3.2)	Attainment in maths	50% (64%)	progress in maths	-0.9 (+3.9)	Attainment in maths	80% (88.9%)

III. Barriers to future attainment (for pupils eligible for PP including WBBPP)	
<ul style="list-style-type: none"> • Are less likely to believe in their ability. • Are less likely to have high aspirations of themselves. • Are less likely to believe school is important. • Are more likely to suffer with conduct problems and hyperactivity. • Are more likely to have under developed vocabulary and lower speech, language and communication skills 	<ul style="list-style-type: none"> • Are less likely to paint, draw or make things at home. • Parents are less likely to teach children the alphabet, counting and numbers. • Parents and other adults are less likely to engage in extended talk or take part in 'sustained shared thinking'. • Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.

<ul style="list-style-type: none"> • Are less likely to read at home. • Are likely to have less regularity and routines around meal times and bed times. • Are less likely to sing ,dance or take part in musical activities at home. 	<ul style="list-style-type: none"> • Are more likely to have limited higher order reading skills such as skimming, scanning, synthesis and empathy. • Are more likely to have difficulty with understanding instructional words for tests. • Are more likely to have emotional support needs.
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In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Reduce the gap in KS1 writing, between PPG and Non-PPG, by securing basic skills.
B.	Reduce the gap in KS2 writing and reading, between PPG and Non-PPG, by securing basic comprehension skills.

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Parents and other adults are less likely to engage in extended talk or take part in ‘sustained shared thinking’.
	Parents are less likely to teach children the alphabet, counting and numbers.
	Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.

IV. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
A.	Key Stage 1 children secure the basic fluency skills in writing needed to learn all other facets (phonics, handwriting).	PPG children’s progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.
B.	KS2 children are narrowing the gap in Reading and writing.	PPG children’s progress and attainment is in line with national.
C.	Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	Attendance at workshops and parent meetings increases alongside PPG children’s progress. The school provides opportunities for PPG families to receive extra support , funding for enrichment, nurture and advice on their children’s education.

V. Planned expenditure

Academic year	2018/19
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The two headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

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?	Impact
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<p>A. Key Stage 1 children secure the basic fluency skills in writing needed to learn all other facets (phonics, handwriting).</p>	<p>KS1:</p> <ul style="list-style-type: none"> Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – PPG children <p>Assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> LEXIA - Literacy based intervention showing accelerated progress in trials. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> Better reading – Research and work shows accelerated progress, especially with fluency. Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> Key Stage 1 results 2017 (validated) have shown that writing, in KS1, is an area of development. PPG have made progress on attainment. However Non-PPG have made greater progress 	<ul style="list-style-type: none"> Triangulation exercises SLT triage Staff triage External moderation through cluster Pupil progress meetings 	<p>Deputy Head as Assessment Lead Phase Leaders</p>	<p>Jan 2019</p>	
<p>B. KS2 children are narrowing the gap in Reading and writing.</p>	<ol style="list-style-type: none"> Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement. FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. Group interventions from Teacher Group intervention from Deputy Headteacher Ralph Thoresby Booster Sessions for children exceeding expectations. <p>Assessment system for early identification of stuck or slow moving children.</p> <p>Wave 1 differentiation:</p> <ol style="list-style-type: none"> LEXIA – Literacy based intervention showing accelerated progress in trials. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. <p>Wave 2 interventions:</p> <ol style="list-style-type: none"> Better reading – Research and work shows accelerated progress, especially with fluency. Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. 	<p>Key Stage 2:</p> <ul style="list-style-type: none"> Key Stage 2 results 2016 (validated) show PPG out achieving Non-PPG. However, Key Stage 2 results 2017 (validated) have shown that there is a gap between PPG and Non-PPG. Internal data is closely tracking children in order to narrow this gap. 	<ul style="list-style-type: none"> Triangulation exercises SLT triage Staff triage External moderation through cluster Pupil progress meetings 	<p>Deputy Head as Assessment Lead Phase Leaders</p>	<p>Jan 2019</p>	

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?	Impact
C. Parents are more informed as to the pedagogical approaches we use and able to support their children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.	<ul style="list-style-type: none"> CPD around pedagogical approaches Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement. Wave 3 - PDC intervention – To help children with life skills, gaining confidence Wave 1&2 - P4C & Growth Mindset – Whole school – Evidence from research shows impacts across all subjects, especially abstract thinking, open dialogue, community of enquiry, thinking skills, learning to learn Wave 1&2 – Whole school School Ethos and Vision shared regularly Ralph Thoresby Booster Sessions for children exceeding expectations Wave 2 - Nurture/life skills – Learning Mentor/Deputy Headteacher 	<ul style="list-style-type: none"> Are less likely to read at home. Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development. Are less likely to have high aspirations of themselves. 	<p>Thorough briefing of Family Support Worker about existing absence issues.</p> <p>PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Thorough briefing of Family Support Worker about existing absence issues.</p> <p>PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p>	Class teachers FAST team Deputy Headteacher	Jan 2019	
Pilot scheme by Deputy Head Teacher Focused on A, B & C	<p>Autumn '18:</p> <ul style="list-style-type: none"> Movement play Small group work (am) in Literacy and Maths Work with parents/children/teachers <p>Enrichment in the local area:</p> <ol style="list-style-type: none"> Forest schools with parents and children (School site picnic/forest school) Shops – Asda Local walk - Treasure hunts - local community collection of the resources. Fire Station 	<p>Spring '19:</p> <ul style="list-style-type: none"> Movement play Small group work (am) in Literacy and Maths Work with parents/children/teachers <p>Enrichment around the city (Leeds):</p> <ol style="list-style-type: none"> Train into city centre Meal made by children and children to invite parents Theatre 	<p>Summer '19:</p> <ul style="list-style-type: none"> Movement play Small group work (am) in Literacy and Maths Work with parents/children/teachers <p>Enrichment in and around the city and further afield (Leeds):</p> <ol style="list-style-type: none"> Forest schools with parents and children (Otley Chevin) Roundhay Park Camping & orienteering Carnival 			
Total budgeted cost for 'Other Approaches'						£45,000
Total Cost						£146,800
Total budgeted cost for 'Quality of teaching for all'						£101,800

VI. Review of expenditure 2017/18

Previous Academic Year	2017/18
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2017-18 Overview of the school

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	314
Total number of pupils eligible for PPG	103 (33%)
Total amount of PPG received	£137,840

VII. Raising Standards

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1. The gap in maths, in Reception, between PPG and Non-PPG is narrowing.	Reception: <ul style="list-style-type: none"> Nurture/Life Skills Wave 1 focus on Number and Shape, space and measure – Improving on ‘thinking critically’ Maths resources permeate through the provision allowing cross-curricular links during teacher facilitation. Workshops for parents – Home/school similar approach Forest Schools – Teaching children through concrete and abstract learning processes. Research shows very positive impacts on cross-curricular achievement. Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – EYFS – Learning from good models of practice. 	Apr '18: Progress in Reception Currently PPG are 4.89 (Non-PPG – 4.47) overall 17 areas of the EYFS, 4.78 (Non-PPG – 4.28) in Number and 4.44 (Non-PPG - 4.31) in Shape, space and Measure (School Improvement Plan priority).	Lack of basic life experiences impacts on the logical and strategical thinking of the children. Traditional games need to be played to help.	
2. Key Stage 1 children secure the basic fluency skills in writing needed to learn all other facets (phonics, handwriting).	KS1: <ul style="list-style-type: none"> Red Kite Teaching Alliance - Collaborative Learning Groups (CLGs) – PPG children O-track assessment system for early identification of stuck or slow moving children. Wave 1 differentiation: <ul style="list-style-type: none"> LEXIA - Literacy based intervention showing accelerated progress in trials. Purple Mash – Cross curricular ICT resources, linking learning through ICT. Matheletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. 	Apr '18 Lexia – The program is showing accelerated progress from starting points. Basic skills obtained from interventions are starting to be applied in context. Better Readers – Accelerated progress right across the board CLG meetings have been irregular and inconsistent in content and impact. Purple Mash used as a teaching resource but hard to measure impact. Local Authority Moderation (By the Lead Moderator) suggested a vast improvement in writing from the previous summer.	Lexia is crucial to children who have low basic skills capacity. Next steps are to be able to apply skills from Lexia in context. Better Readers does have significant impact but is labour intensive and only impacts on a small number of children. With reduced staffing capacity this strategy needs to be used if capacity rises. Local Authority Moderation is valuable to those teachers in Y6&2 for clarity of standardisation.	

<p>3. KS2 children are narrowing the gap in Reading and writing.</p>	<p>KS2: O-track assessment system for early identification of stuck or slow moving children. Wave 1 differentiation: 1. LEXIA – Literacy based intervention showing accelerated progress in trials. 2. Mathletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. Wave 2 interventions: 3. Better reading – Research and work shows accelerated progress, especially with fluency. • Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon. 4. Mathletics and lam learning (Both school and home resources) – Recapping Learning in fun ways. Research says it impacts and we have gained evidence to suggest it does. 5. Group interventions from Teacher 6. 1:1 intervention from Headteacher 7. Group intervention from Deputy Headteacher 8. Ralph Thoresby Booster Sessions for children exceeding expectations.</p>	<p>Apr '18 Significant progress in Maths for KS2 PPG children (Children moving from Below ARE to Expected or Expected to Greater Depth) since EYFS. Lexia – The program is showing accelerated progress from starting points. Basic skills obtained from interventions are starting to be applied in context. Better Readers – Accelerated progress right across the board Local Authority Moderation (By the Lead Moderator) suggested a vast improvement in writing from the previous summer. Individual case studies show the accelerated progress of PPG children from starting points. Interventions have helped raise standards in line with national. Family Schools have implemented SALT programme.</p>	<p>Lexia is crucial to children who have low basic skills capacity. Next steps are to be able to apply skills from Lexia in context. Better Readers does have significant impact but is labour intensive and only impacts on a small number of children. With reduced staffing capacity this strategy needs to be used if capacity rises. Local Authority Moderation is valuable to those teachers in Y6&2 for clarity of standardisation.</p>	
Total budgeted cost for 'Raising'				£80,999
Other approaches				
<p>Children show increased skills in the characteristics of effective learning: playing and exploring, active learning, creating and thinking critically. Investigative/play, reasoning and P4C activities will allow children to engage in extended talk or sustained shared thinking.</p>	<ul style="list-style-type: none"> • CPD around pedagogical approaches • Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement. • FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children. • Wave 3 - PDC intervention – To help children with life skills, gaining confidence • Wave 2 - Nurture/life skills – Learning Mentor/Deputy Headteacher • Wave 1&2 - P4C & Growth Mindset – Whole school – Evidence from research shows impacts across all subjects, especially abstract thinking, open dialogue, community of enquiry, thinking skills, learning to learn • Wave 1&2 – Whole school • School Ethos and Vision shared regularly • Ralph Thoresby Booster Sessions for children exceeding expectations 	<p>Jul '18 All observations Drop ins, Peer Reviews and external parties have all identified excellent characteristics of effect learning.</p>	<p>Absolutely crucial to any child that has not received a loving, stimulating environment during the ages of 0-3years. Implement through reception. Nurture – Great impact of those children who needed emotional well-being strategies. However with reduction in staffing capacity, this strategies will be hard to maintain. The introduction of Chatter Bugs will alleviate some of this reduction in capacity.</p>	
<p>Parents are more informed as to the pedagogical approaches we use and able to support their</p>	<ul style="list-style-type: none"> • Termly Phase workshops for parents • School Ethos and Vision shared regularly 	<p>Jul '18 Attendance at workshop and celebration events</p>	<p>Targeted parents very rarely attend the workshops so an</p>	

<p>children better at home, ultimately improving % of PPG children achieving ARE and narrowing the gap in attainment between PPG and Non-PPG by the end of KS2.</p>		<p>has been good, impacting on overall achievement. Need more parents of the children who make limited progress to attend workshops.</p>	<p>invitation to these parents will be sent out.</p>	
<p>D. The school supports PPG families in the education of their children. Using nurture activities, missed child development gaps are filled giving children better foundations for learning.</p>	<ul style="list-style-type: none"> • Personalised workshops • Family and Support Team intervention • Parent work shops (invites sent out by the FAS Team) • Financial support for enrichment activities e.g. trips clubs, resources. 	<p>Apr '18 More families supported by Family and Support Team than ever before. Breakfast clubs makes sure all children have a good start to the day.</p>	<p>Focus on the invitations for targeted families.</p>	
<p>Total budgeted cost for 'Quality of teaching for all'</p>				<p>£56,841</p>
<p>Total Cost</p>				<p>£137,840</p>