



Cookridge Primary School
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Cookridge Primary School's Pupil Premium Strategy Statement 2019/20

I. Summary information					
School	Cookridge Primary School				
Academic Year	2019/20	Total PP budget	£122,040	Date of most recent PP Review	Sep 2019
Total number of pupils	87	Number of pupils eligible for PP	27%	Date for next internal review of this strategy	Jan 2020
Lead staff member:	Ben Kerr (Deputy Headteacher)			Lead Governor:	Faye Thompson

II. Current attainment					
School pupils eligible for PP (national floor target) 2016/17 (2017/18 data) <u>Unvalidated 2018/19</u>			All national pupils not eligible for PP 2016/17 (2017/18 data) <u>Unvalidated 2018/19</u>		
% achieving expected standard or above in reading, writing and maths		28% (43%) 50%	% achieving expected standard or above in reading, writing and maths		67% (81.5%) 76.7%
progress in reading	(-5) -3.3 (+1.0) +2.1	Attainment in reading	39% (64%) 50%	progress in reading	-3.1 (+1.5) +2.1
				Attainment in reading	77% (89%) 80%
progress in writing	(-7) -1.1 (-1.5) +2.8	Attainment in writing	67% (57%) 64.3%	progress in writing	-0.6 (+0.3) +1.3
				Attainment in writing	81% (93%) 86.7%
progress in maths	(-5) -1.0 (+3.2) +3.5	Attainment in maths	50% (64%) 64.3%	progress in maths	-0.9 (+3.9) +2.0
				Attainment in maths	80% (89%) 93.3%

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. 	<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'.



- Are more likely to have under developed vocabulary and lower speech, language and communication skills
- 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.

- Parents are less likely to be actively involved in games and activities and therefore children miss opportunities for development.
- 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.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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

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| 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 and reading needed to learn all other facets (handwriting, reading comprehension).	PPG children’s progress is in line with national and the gap between PPG and Non-PPG is ever decreasing.
B.	KS2 children are diminishing the difference in Reading.	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 **2019/20**

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
<p>A. Key Stage 1 children secure the basic fluency skills in reading needed to learn all other facets (reading comprehension).</p>	<p>KS1:</p> <ul style="list-style-type: none"> Assessment system for early identification of stuck or slow moving children. <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> LEXIA - Literacy based intervention showing accelerated progress in trials. Spelling Shed School pedagogy approach using literacy fluency resources. Cross-curricular approaches demonstrating linking of skills across subject areas will help with problem solving. Forest schools used to help motivation and learning behaviours. Learning Challenge – Growth mindset- to work on low aspirations. KS1 class has been reduced to help with PPG who are stuck or slow moving. <p>Wave 2 interventions:</p> <ul style="list-style-type: none"> 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 2019 (validated) have shown that reading, 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 2020</p>	<p>.</p>



<p>B. KS2 children are narrowing the gap in Reading.</p>	<ul 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. • Group interventions from Teacher • Group intervention from Deputy Headteacher • Ralph Thoresby Booster Sessions for children exceeding expectations. • Assessment system for early identification of stuck or slow moving children. <p>Wave 1 differentiation:</p> <ul style="list-style-type: none"> • LEXIA – Literacy based intervention showing accelerated progress in trials. • Mathletics and Iam 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 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>	
<p>Total budgeted cost for 'Quality of teaching for all'</p>						<p>£110,000</p>



VI. Review of expenditure 2017/18

Previous Academic Year

2018/19

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 	<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. 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. 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	
Total budgeted cost for 'Other Approaches'						12,040
Total Cost						£122,040



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	87 (27%)
Total amount of PPG received	£146,800

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
<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>Year 1: Working At</p> <p>Writing - attaining EXS or better</p>	<p>Lack of basic life experiences impacts on the logical and strategical thinking of the children. Traditional games need to be played to help.</p> <p>Lexia again is helping to support gap filling in children's basic skills</p> <p>SDI – very successful as children's misconceptions are addressed in a timely manner.</p>	

B. KS2 children are narrowing the gap in Reading and writing.

1. Forest Schools – Teaching children through concrete and abstract learning progress. Research shows very positive impacts on cross-curricular achievement.
2. FFT Training for school SENDCO – Lead staff training helping staff to tackle some of the barriers faced when working with PPG children.
3. 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.
4. Group interventions from Teacher
5. Group intervention from Deputy Headteacher
6. Ralph Thoresby Booster Sessions for children exceeding expectations.

Assessment system for early identification of stuck or slow moving children.

Wave 1 differentiation:

7. LEXIA – Literacy based intervention showing accelerated progress in trials.
8. 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:

9. Better reading – Research and work shows accelerated progress, especially with fluency.
10. Targeted intervention in maths and literacy - SDI – Same Day Intervention – Children that have misconceptions in the morning sessions are picked up in the afternoon.

PPG – Progress compared to National and Yorkshire and Humber:

		Cookridge Primary School (2418)		NCER National		DFE Region - Yorkshire and the Humber	
Subject	Level	Value		Value	Gap	Value	Gap
Reading	Avg. Prog. Score	2.1		-0.6	+2.7	-0.8	+2.9
	Conf. Int.	±3.3 -1.20 to +5.40		±0.0 -0.60 to -0.60	n/a	±0.1 -0.90 to -0.70	n/a
Writing	Avg. Prog. Score	2.8		-0.5	+3.3	-0.6	+3.4
	Conf. Int.	±3.1 -0.30 to +5.90		±0.0 -0.50 to -0.50	n/a	±0.1 -0.70 to -0.50	n/a
Maths	Avg. Prog. Score	3.5		-0.6	+4.1	-0.6	+4.1
	Conf. Int.	±2.9 +0.60 to +6.40		±0.0 -0.60 to -0.60	n/a	±0.1 -0.70 to -0.50	n/a

Non-PPG – Progress compared to National and Yorkshire and Humber:

		Cookridge Primary School (2418)		NCER National		DFE Region - Yorkshire and the Humber	
Subject	Level	Value		Value	Gap	Value	Gap
Reading	Avg. Prog. Score	2.1		0.3	+1.8	0.0	+2.1
	Conf. Int.	±2.3 -0.20 to +4.40		±0.0 +0.30 to +0.30	n/a	±0.1 -0.10 to +0.10	n/a
Writing	Avg. Prog. Score	1.3		0.2	+1.1	0.2	+1.1
	Conf. Int.	±2.1 -0.80 to +3.40		±0.0 +0.20 to +0.20	n/a	±0.1 +0.10 to +0.30	n/a
Maths	Avg. Prog. Score	2.0		0.3	+1.7	0.3	+1.7
	Conf. Int.	±2.0 0.00 to +4.00		±0.0 +0.30 to +0.30	n/a	±0.1 +0.20 to +0.40	n/a







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.

Lexia again is helping to support gap filling in children's basic skills

Total budgeted cost for 'Quality of teaching for all'

£101,800

<p>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.</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. 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 	<p>For those that cannot attend workshops we are now producing online resources such as exemplifications and optional projects:</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p>Accessing Science outside of school is key to becoming a great scientist. Use these links below to access of loads of different experiments that you can carry out at home. Feel free to share your experiments and findings with our schools Science Leaders Miss Rushworth and Mr Morgan.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #0070c0; padding: 5px 10px; background-color: #0070c0; color: white; border-radius: 5px;">Marvin and Milo</div> <div style="border: 1px solid #0070c0; padding: 5px 10px; background-color: #0070c0; color: white; border-radius: 5px;">STEM Clubs</div> <div style="border: 1px solid #0070c0; padding: 5px 10px; background-color: #0070c0; color: white; border-radius: 5px;">Science Bob</div> <div style="border: 1px solid #0070c0; padding: 5px 10px; background-color: #0070c0; color: white; border-radius: 5px;">Science 4 All</div> </div> <p style="margin-top: 10px;">Please see below for exemplifications of expected work for children in each year group:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">       </div> </div>	<p>Absolutely crucial to any child that has not received a loving, stimulating environment during the ages of 0-3years. Implement through reception.</p> <p>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>D. Pilot scheme by Deputy Head Teacher Focused on A, B & C</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>Very difficult to implement the planned enrichment as the core basic skills missing took so long to re-establish. It was also apparent the small group work helped, while they were in the group, but hindered when integrating the children back into class</p>	<p>Intervention should be happening within classes not small groups independent of the main class.</p>	
Total budgeted cost for 'Other approaches'				£45,000
Total Cost				£146,000