

1. Summary information					
School	Alderman Cogan's CE Primary School				
Academic Year	2016/17	Total PP budget	£140,220	Date of most recent PP Review	n/a
Total number of pupils	437	Number of pupils eligible for PP	106	Date for next internal review of this strategy	Apr 2017

2. Current attainment

	Pupils eligible for PP	England average for all children
% achieving a good level of development at the end of F2	67%	66% (2015 data)
% achieving the required standard in the Y1 Phonics test	78%	77% (2015 data)
% achieving the expected level in reading in KS1	57%	74%
% achieving the expected level in writing in KS1	50%	66%
% achieving the expected level in maths in KS1	64%	73%
% achieving the expected level in reading, writing and maths in KS1	50%	60%
% achieving the expected level in reading, writing and maths in KS2	53%	53%
% achieving the expected level in reading	71%	66%
% achieving the expected level in writing	71%	74%
% achieving the expected level in maths	71%	70%
% achieving the expected level in GPS	71%	72%

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

In-school barriers	
A.	Early literacy skills are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress and has a negative impact on all areas of learning
B.	Pupils eligible for PP in KS2 do not make sufficient progress in the key skills of the core curriculum. This slows progress in all curriculum areas
C.	There is a significant number of children with social communication difficulties / ASC, particularly in Y6, (many eligible for PP) who find it hard to learn using a conventional curriculum

External barriers	
D.	

4. Desired outcomes		Success criteria
A.	Improve attainment in Reading and Writing for pupils eligible for PP in FS and KS1	Pupils eligible for PP in FS and KS1 make rapid progress by the end of KS1 so that all pupils meet age related expectation
B.	Improve attainment for pupils eligible for PP in KS2, particularly in Maths	Pupils eligible for PP in KS2 make rapid progress by the end of KS2 so that all pupils meet age related expectations
C.	Improve learning outcomes for children with social and communication difficulties who are eligible for PP	Pupils eligible for PP who have social and communication difficulties make rapid progress against identified key outcomes.
D.		

5. Planned expenditure					
Academic Year		2016 - 2017			
The three 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?
Improve attainment in Reading and Writing for pupils eligible for PP in FS and KS1	Introduce the Read-Write Inc programme for early literacy to F2 and KS1.	We want to invest some PP money in new resources and CPD to support the adoption of the Read-Write Inc. scheme for early literacy which will benefit all pupils. This structured approach is supported and partially funded by EEF and can be embedded across the school.	RWI scheme has been adopted via EEF. Use of training days to deliver high quality training to the whole staff On-going development days / mentorship of teachers and TAs throughout the implementation period and beyond	Reading Leader	Jan 2017 - current data shows that there has been a positive impact Apr 2017
Improve attainment for pupils eligible for PP in KS2, particularly in Maths	Development of peer learning strategies and teaching for Mastery.	We want to invest some PP money in new resources and CPD to support the 'Teaching for Mastery' approach to learning where reasoning skills and peer learning strategies are encouraged throughout. This approach is supported by the local Maths Hub, of which we are an active member. Peer learning was one of the strategies which NFER research showed was an effective use of PP and can be embedded across the school	Maths Hub training and resources to be cascaded out to all staff Use of training days to deliver high quality training for all staff. On-going monitoring of outcomes and targeted intervention for teachers and support staff.	Maths and Literacy Leaders	Jan 2017 - current data shows that there has been a positive impact Apr 2017
Total budgeted cost					£27,500

ii. 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?
Improve attainment in Reading and Writing for pupils eligible for PP in FS and KS1	1 to 1 and small group provision of RWI interventions	Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools	Organise timetable to ensure staff members developing provision have sufficient preparation and delivery time Consult RWI development partner to ensure quality provision	Reading Leader Intervention Leader	June 2017
Improve attainment for pupils eligible for PP in KS2, particularly in Maths	Twice weekly interventions in 'inference' and daily RWI 'Fresh start' programmes from well-trained TAs. Additional small group sessions for maths, delivered by highly trained TAs	We want to provide extra support to maintain high attainment in Reading and GPS and extend this to Maths and Writing. Specifically targeted, small group interventions with highly qualified staff have been shown to be effective, as seen in NfER research.	Extra teaching time and preparation time paid out of our PP budget Impact overseen by Maths, Reading and Intervention Leaders. Engage with parents and pupils before intervention begins to address any concerns and engage support for the additional sessions	Reading Leader Intervention Leader Maths Leader	June 2017
Total budgeted cost					£95,439
iii. 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?
Improve learning outcomes for children with social and communication difficulties who are eligible for PP	Provision of an alternative curriculum in the Learning Pod. Additional advice and support offered to class teachers	We want to provide extra support for children who fail to thrive in their base class because they have social and communication difficulties. Decisions regarding teaching strategies and therapeutic interventions are based upon what is known to be effective and for which there is an evidence base. We follow an adaptation of the framework set out by the National Autistic Society and supported by a variety of outside agencies, in order to support the needs of our pupils.	LA monitoring and Special School outreach programme to offer advice and support	SENCO	Jan 2017 - current data shows that these children have made significant progress as measured by IEPs and Positive Handling records Apr 2017
Total budgeted cost					17,500

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
Improve attainment across the school	Adoption of the Primary Assertive Mentoring approach to develop individual feedback for all children	Mixed, outcomes for children in KS2 showed that the approach had impact, not just for pupils eligible for PP. This was less apparent lower down the school. Success criteria not fully met but the approach shows promise in KS2.	Feedback worked well with the older children and whilst we have decided against using the PAM materials in the future, the feedback approach will be retained.	£3,500
ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
	We employed and trained additional teachers and TA's to support both reading and numeracy on structured intervention programmes.	All children receiving 'Focus On Reading' intervention made good progress in reading and writing. The vast majority of children working with TA's on Maths and Literacy made expected progress or better. In Key Stage 2 the disadvantaged pupils outperformed other pupils in reading, writing and maths combined. Key Stage 1 results showed that disadvantaged pupils outperformed their peers in phonics, and we closed the gap in Maths but this continues to be a focus this year.	Targeted support from highly trained staff works well. It is important to have robust on-going assessment systems to ensure that the children are well matched to the intervention they are offered.	£113,000
	We employed an additional TA to work in EYFS every afternoon with a focus on teaching reading.	The progress in Reading of children at the end of Foundation Stage was good despite many of them starting from low baselines. This needs to be extended into writing this year	As above.	£7,900

iii. Other approaches				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
Improve attainment for lower attaining pupils, or those with social and communication difficulties in KS2, who are eligible for PP, particularly in Y6	Provision of an alternative curriculum in the Learning Pod.	All children eligible for PP made progress against personal targets and some lower attaining children either achieved or came close to achieving ARE. Children with social and communication difficulties (PP) made significant progress, some achieving ARE and some attaining at a higher level.	Providing an alternative curriculum meets the needs of children with specific barriers to learning. The approach and expertise of the learning pod staff now needs to be disseminated more widely around school.	£17,050

7. Additional detail