

# CORNERSTONE CE PRIMARY: Pupil Premium strategy statement

1. Summary information					
School	CORNERSTONE CE PRIMARY SCHOOL				
Academic Year	2015-2016	Total PP budget	£3045	Date of most recent PP Review	July 2016
Total number of pupils	103	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Jan 2017

2. Current attainment (Summer 2016)		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average for all pupils</i>
% achieving Age Related Expectations or above in reading, writing and maths in Y2	100%	
% achieving Age Related Expectations or above in reading in Y2	100%	74%
% achieving Age Related Expectations or above in writing in Y2	100%	65%
% achieving Age Related Expectations or above in maths in Y2	100%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2016-2017		
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Wide range of prior attainment at end of Early Years, requires personalised approaches	
B.	Some PP pupils also have SEND needs and additional strategies in place.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language phonics decoding skills for pupils eligible for PP in Reception and Year 1 classes.	Pupils eligible for PP in Reception class achieve the Early Learning Goal in Speaking and Listening and Reading. Pupils eligible for PP in Year 1 class make good progress in the Year 1 Reading curriculum, and in their phonics assessments over the course of the year
B.	Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing and maths at the end of this academic year.	Pupils eligible for PP achieve at least ARE in the three subjects.

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?
A. Improve oral language phonics decoding skills for pupils eligible for PP in Reception and Year 1 classes.	Staff training on programmes which support individual pupils with specific learning needs.  Continue individual PP Narratives to track support and progress.	Some pupils did not meet the end of year expected standard last academic year: due to specific learning needs. Better trained and confident staff will implement programmes and analyse impact more effectively.	Interviews with staff re. understanding and confidence of programmes. Discussions with staff re progress and analysis of pupil outcomes.	Mrs Ross Mrs Lamey Miss Leach	December 2016 April 2017 July 2017
B Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing and maths at the end of this academic year	Headteacher and class teachers to evaluate support / teaching for these specific pupils during the Pupil Achievement Meetings, and set future targets / programmes of support.  English and Maths Leaders attend Core Provision meetings and disseminate information to all teachers. (£660)  Assessment Leader attend Assessment Network meetings. (£320)  In school coach released to work with teachers on further developing / enhancing their practice. (£3000)  Continue individual PP Narratives to track support and progress.	Some pupils did not meet the end of year expected standard last academic year.  Continue to develop the quality of Teaching, Learning and Assessment for all pupils in all classes.  Continue to develop use of formative assessment to impact on progress of pupils' learning. Continue to embed accurate assessment and moderation of standards.  Continue to develop the quality of Teaching, Learning and Assessment for all pupils in all classes.		Miss Pretty Mr Batley	December 2016 April 2017 July 2017
<b>Total budgeted cost</b>					<b>£3980</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve oral language phonics decoding skills for pupils eligible for PP in Reception and Year 1 classes.	Additional 1 to 1 programmes to provide additional interventions.  Class teacher and LSA 1 to 1 and group support as appropriate for learners' needs.	Some pupils did not meet the end of year expected standard last academic year: due to specific learning needs.	Monitoring of 1 to 1 sessions. Planning and assessment discussions between support staff and class teachers. Discussions with staff re progress and analysis of pupil outcomes.	Mrs Ross Mrs Lamey Miss Leach	December 2016 April 2017 July 2017
B Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing and maths at the end of this academic year	Ensure greater focus on these pupils by staff during lessons and in assessing pupils work (both in and after lessons).  Class teacher and LSA 1 to 1 and group support as appropriate for learners' needs.	Some pupils not at ARE at the end of last academic year. Evidence shows that greater use of more fine detailed feedback and staff use of formative assessment impacts on pupil outcomes.	Discussions with staff re progress and analysis of pupil outcomes.	Miss Pretty Mr Batley	December 2016 April 2017 July 2017
<b>Total budgeted cost</b>					<b>£7000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve oral language phonics decoding skills for pupils eligible for PP in Reception and Year 1 classes.	Share achievements and next steps with parents to promote positive impact of sharing stories, reading and phonics practice at home.	Maximising learning opportunities to be focused on specific next steps. Maintain strong and effective home-school partnerships.	Discussions with parents about progress and benefits / future improvements of home learning. Discussions with staff re progress and analysis of pupil outcomes.	Mrs Ross Mrs Lamey Miss Leach	December 2016 April 2017 July 2017
B Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing maths at the end of this academic year	Share achievements and next steps with parents to promote more finely tuned home learning opportunities and activities.	Maximising learning opportunities to be focused on specific next steps. Maintain strong and effective home-school partnerships.	Discussions with parents about progress and benefits / future improvements of home learning. Discussions with staff re progress and analysis of pupil outcomes.	Miss Pretty Mr Batley	December 2016 April 2017 July 2017
<b>Total budgeted cost</b>					<b>£0</b>

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
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 £1880
Development of Teaching, Learning and Assessment through external training and INSET days	Mike Askew maths training.	Developed quality of planning, questioning and activities in maths across all classes.	Continue to focus on key elements within our monitoring and development in school work.	£160
	Sarah Mullins led SOLO Taxonomy project.	Developed staff understanding and application of 'Mastery' and 'Enrichment', as well as planning more precisely for developing depth of understanding.	As a school we will continue to develop our use of SOLO Taxonomy. We will receive additional external training in 2016-2017 to stretch Higher Attainers further.	£0
	Teacher Growing Teachers project.	Increased coaching skills and practice on in school coach, and improved quality of teaching in classes across the school.	Continue to release Coach to develop / enhance class teachers' practice.	£300
	English and Maths Core provision for Subject Leaders.	Leaders attended training and ensured teachers understood and implemented key messages / developments.	English and Maths Leaders to continue to attend Core Provision and disseminate information to staff. Also continue to release class teachers to work with these leaders.	£660
	Hampshire Assessment Network Project	Developed whole school systems, and staff understanding: through training, moderation and Pupil Achievement Meetings.	Continue to apply and embed our systems and practices within school in light of external advice / training.	£760
ii. Targeted support				
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 £5200

Pupils eligible for PP funding to achieve targeted attainment and progress.	Class teacher regular 1 to 1 learning conversations.	Greater in depth knowledge of pupils eligible for PP funding as learners.	Maintain class teachers focus on knowing their PP learners in more detail, to inform planning and provision.	<b>£250</b>
	Class teacher individual / group support within class.	Focused support to develop specific knowledge, understanding and skills.	Ensure that class teacher spend time every week with pupils eligible for PP in 1 to 1 or group work.	<b>£3600</b>
	LSA individual / group support within class.	Focused support to develop specific knowledge, understanding and skills.	Ensuring class teachers continue to make professional decisions about the best deployment of support staff for impact on learners' outcomes.	<b>£1100</b>
	Additional 1 to 1 / small group interventions.	Focused support to develop specific knowledge, understanding and skills.	Additional adult support timetabled in to respond weekly to next steps in learning.	<b>£250</b>
	ELSA support as required.	Greater self-confidence, both personally and in social situations. Improved awareness and control of emotions.		

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
				<b>£81</b>
Ensure pupils eligible for PP are fully involved members of the school community.	Involvement in free extra-curricular activities.	Some pupils attended clubs. This was pupil and parental choice.	Continue to promote these opportunities.	<b>£0</b>
	Financial support for paid extra-curricular activities and trips.	Funding was provided for both trips and paid extra-curricular clubs as required.	Continue to fund school trips and offer financial support for paid extra-curricular clubs.	<b>£81</b>
	Ensure pupils eligible for PP funding are given significant roles in events / plays as appropriate / requested.	Pupils eligible for PP funding were given opportunities within events / plays. Some of these were taken up.	Continue to offer these opportunities but in a sensitive and inclusive way.	<b>£0</b>