

CORNERSTONE CE PRIMARY: Pupil Premium strategy statement

1. Summary information					
School	CORNERSTONE CE PRIMARY SCHOOL				
Academic Year	2016-2017	Total PP budget	£7,948	Date of most recent PP Review	Sept 2017
Total number of pupils	132	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Feb 2018

2. Current attainment (Summer 2017)		
	<i>Pupils eligible for PP (2 pupils)</i>	<i>National Average for all pupils</i>
% achieving Age Related Expectations or above in reading, writing and maths in Y2	0%	64%
% achieving Age Related Expectations or above in reading in Y2	100%	76%
% achieving Age Related Expectations or above in writing in Y2	50%	68%
% achieving Age Related Expectations or above in maths in Y2	50%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2017-2018																		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)																		
A.	Wide range of attainment in this small group of pupils requires personalised approaches, and makes identifying and stating general trends for Pupil Premium complex.																	
B.	Some PP pupils also have SEND needs and additional strategies / support in place.																	
4. Desired outcomes																		
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>														
A.	Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard (EYE).			<table border="1"> <thead> <tr> <th></th> <th>Y1 (1 pupil)</th> <th>Y2 (2)</th> <th>Y3 (3)</th> <th>Y4 (4)</th> <th>Y5 (1)</th> </tr> </thead> <tbody> <tr> <td>EYE</td> <td>100%</td> <td>50%</td> <td>67%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>				Y1 (1 pupil)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (1)	EYE	100%	50%	67%	100%	100%
	Y1 (1 pupil)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (1)													
EYE	100%	50%	67%	100%	100%													
B.	Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard (EYE).			<table border="1"> <thead> <tr> <th></th> <th>Y1 (1)</th> <th>Y2 (2)</th> <th>Y3 (3)</th> <th>Y4 (4)</th> <th>Y5 (1)</th> </tr> </thead> <tbody> <tr> <td>EYE</td> <td>100%</td> <td>50%</td> <td>67%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>				Y1 (1)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (1)	EYE	100%	50%	67%	100%	100%
	Y1 (1)	Y2 (2)	Y3 (3)	Y4 (4)	Y5 (1)													
EYE	100%	50%	67%	100%	100%													

5. Planned expenditure					
Academic year		2017-2018			
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 (2017-2018)					
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 knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.	<p>English Leader continue to develop staff's subject knowledge through SDMs, INSETs, internal coaching and external training. (£330)</p> <p>Planning systems and teaching progressions for spelling, punctuation and grammar are used consistently across the school.</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£1500)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and new Lower Attainer Progressions.</p> <p>These learners are discussed in more depth during Pupil Achievement Meetings and monitoring / staff development actions.</p> <p>New SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p>	<p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Grammar and spelling are the aspects of writing that are not as strong across the school.</p> <p>Continue to develop the quality of Teaching, Learning and Assessment for all pupils in all classes.</p> <p>Fine tuning documents will help identify gaps / barriers which can inform lessons and interventions.</p> <p>PP attainment and progress remains high profile for class teachers and the leadership of the school.</p> <p>Some of the PP pupils are lower attainers / borderline SEND.</p>	<p>Monitoring of SDMs, INSETs and evaluations of coaching and training.</p> <p>Whole school monitoring by English Leader and HT.</p> <p>Coaching evaluations.</p> <p>Monitoring of documents by English Leader, SENDCO and HT.</p> <p>Pupil Achievement Meetings.</p> <p>Monitoring of teaching and interventions by SENDCO.</p>	<p>Fran Pretty</p> <p>Clare Ross</p> <p>Sarah Southall</p> <p>Tim Clarke</p>	February 2018

<p>Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p>	<p>Maths Leader to continue supporting staff with planning / assessing for specific pupils. (£330)</p> <p>Two Project Leaders lead SDMs and work with individual teachers to develop staff's understanding and practice of maths mastery across all classes. (£2100)</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£1500)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and new Lower Attainer Progressions.</p> <p>These learners are discussed in more depth during PAMs and monitoring / staff development actions.</p> <p>New SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p>	<p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Training of all colleagues to develop more secure mastery of knowledge, skills and understanding: which will lead to narrowing the gap to expected standards.</p> <p>Continue to develop the quality of Teaching, Learning and Assessment for all pupils in all classes.</p> <p>Fine tuning documents will help identify gaps / barriers which can inform lessons and interventions.</p> <p>PP attainment and progress remains high profile for class teachers and the leadership of the school.</p> <p>Some of the PP pupils are lower attainers / borderline SEND.</p>	<p>Evaluations of coaching and training.</p> <p>Evaluations of project and impact on staff's understanding and practice.</p> <p>Coaching evaluations.</p> <p>Monitoring of documents by English Leader, SENDCo and HT.</p> <p>Pupil Achievement Meetings.</p> <p>Monitoring of teaching and interventions by SENDCo.</p>	<p>Emma Leach</p> <p>Henry Penfold</p> <p>Clare Ross</p> <p>Sarah Southall</p> <p>Tim Clarke</p>	<p>February 2018</p>
Total budgeted cost					£5760

ii. Targeted support (2017-2018)					
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 knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.	LSA class support for targeted pupils in Y2, Y3 and Y5. (£1500) Additional Senior Leader / LSA weekly 1 to 1 / small group intervention sessions. (£1000)	LSA support time provided to be targeted flexibly to support development of knowledge and skills in class lessons. Additional support time provided regularly to provide 'catch up – keep up' interventions.	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 at Pupil Achievement Meetings.	Henry Penfold Fran Pretty Tamara Goddard (Clare Ross) (Helen Storey)	February 2018
Improve knowledge, skills and application of maths by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.	LSA class support for targeted pupils in Y3 and Y5. (£1000) Additional Senior Leader / LSA weekly 1 to 1 / small group intervention sessions. (£1000)	LSA support time provided to be targeted flexibly to support development of knowledge and skills in class lessons. Additional support time provided regularly to provide 'catch up – keep up' interventions.	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 at Pupil Achievement Meetings.	Henry Penfold Fran Pretty Tamara Goddard (Clare Ross) (Helen Storey)	February 2018
Total budgeted cost				£4500	

Other approaches (2017-2018)					
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?
Improved positive home / school relationships. More effective parenting support for PP pupils	Family support system of drop in appointments. (£100)	Some families have requested additional advice to support their child more effectively at home.	Evaluations of use and impact termly by HT.	Mandy Quick Helen Adair Ellen Flowers Marc Smith	February 2018
Ensure all PP pupils can access the same school experiences as their peers.	Subsidised school trips including residential visits. (£630)	To make sure that lack of money is not a barrier for families.		Tim Clarke Dawn Gadd	February 2018
Ensure all PP pupils can access the same school experiences as their peers.	After school activities (£95)	To make sure that lack of money is not a barrier for families.		Tim Clarke Dawn Gadd	February 2018
Improved social and emotional wellbeing of PP pupils.	ELSA (Emotional Literacy Support Assistant) provision. (£250)	Some PP pupils have additional social and emotional learning needs.		Mandy Quick Helen Adair	February 2018
Total budgeted cost					£1075

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all (2016-2017)				
Desired outcome	Chosen action/approach	Impact of chosen action/approach	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improve oral language phonics decoding skills for pupils eligible for PP in Reception and Year 1 classes.</p> <p>B Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing maths at the end of this academic year</p>	<p>Staff training on programmes which support individual pupils with specific learning needs.</p> <p>Continue individual PP Narratives to track support and progress.</p> <p>Headteacher and class teachers to evaluate support / teaching for these specific pupils during the Pupil Achievement Meetings (PAM), and set future targets / programmes of support.</p> <p>English and Maths Leaders attend Core Provision meetings and disseminate information to all teachers. (£660)</p> <p>Assessment Leader attend Assessment Network meetings. (£320)</p> <p>In school coach released to work with teachers on further developing / enhancing their practice. (£3000)</p> <p>Continue individual PP Narratives to track support and progress.</p>	<p>Staff supported pupils well and increased their confidence and skills.</p> <p>PP Narratives were updated termly and have been reviewed by PP Link Governors and new SENDCo.</p> <p>Pupil Premium pupils were discussed in detail at each PAM. The progress of these pupils was therefore high profile for staff.</p> <p>The Quality of Teaching in English and Maths improved and became more consistent.</p> <p>Information was disseminated. Teacher's use of assessment information and moderation (internal/external) was accurate and robust.</p> <p>The Quality of Teaching in English and Maths improved and became more consistent.</p> <p>PP Narratives were updated termly and have been reviewed by PP Link Governors and new SENDCo.</p>	<p>Staff are well trained and continue to support identified PP pupils and other groups of learners well.</p> <p>PP Narratives will continue to be used in the 2017-2018 academic year.</p> <p>PP pupils to remain a high focus during PAM meetings.</p> <p>English and Maths Leader to continue to attend these Professional Development training events and to disseminate information to all teachers.</p> <p>Internal and external moderation to be continued.</p> <p>In school coach to continue to work with teachers to further develop / enhance their practice.</p> <p>PP Narratives will continue to be used in the 2017-2018 academic year.</p>	<p>£3980</p>

ii. Targeted support (2016-2017)				
Desired outcome	Chosen action/approach	Impact of chosen action/approach	Lessons learned (and whether you will continue with this approach)	Cost
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.	33% (1 out of 3) of Y1 PP passed the Y1 phonics test. 100% (1 out of 1) of YR PP pupils met the Early Learning Goals for: Speaking & Listening, Reading and Writing.	The two PP pupils who did not pass the Y1 phonics will have 3 x 30 minutes additional small group phonics sessions every week in Y2 in 2017-2018. Additional 1 to 1 sessions will take place with both PP pupils during afternoons to develop their speaking, listening and phonics recognition / use.	£350 £7500
B Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing 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.	Staff were more focused on the learning / progress of these pupils. 100% (4 out of 4) of Y3 PP pupils reached the expected standard for Reading, Writing and Maths. 67% (2 out of 3) of Y4 PP pupils reached the expected standard for Reading, Writing and Maths. <i>Given the small numbers of pupils, individual contexts are not shared on this document, as this may identify individual pupils.</i>	Staff continue to focus on the learning / progress of these PP pupils. LSA support has been maintained in the Y5 class to support the PP pupil who is not yet at the expected standard. In 2017-2018 the Senior Leader will spend time weekly working 1 to 1 / small group with all the KS2 PP pupils.	

iii. Other approaches (2016-2017)

Desired outcome	Chosen action/approach	Impact of chosen action/approach	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improve oral language phonics decoding skills for pupils eligible for PP in Reception and Year 1 classes.</p> <p>B Ensure that pupils eligible for PP in KS2 achieve the expected standard in Reading, writing maths at the end of this academic year</p>	<p>Share achievements and next steps with parents to promote positive impact of sharing stories, reading and phonics practice at home.</p> <p>Share achievements and next steps with parents to promote more finely tuned home learning opportunities and activities.</p>	<p>Regular conversations took place. Advice was given to parents as to how best to support and motivate their child at home.</p> <p>Regular conversations took place. Advice was given to parents as to how best to support and motivate their child at home.</p>	<p>Continue the open, regular and positive partnerships between school and home to benefit the PP pupils; progress.</p> <p>Continue the open, regular and positive partnerships between school and home to benefit the PP pupils; progress.</p>	