

1. Summary information					
School	CORNERSTONE CE PRIMARY SCHOOL				
Academic Year	2017-2018	Total PP budget	£14,642	Total PP budget spent	£17,230
Total number of pupils	161	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Feb 2019

2. Current attainment (Summer 2018)		
	<i>Pupils eligible for PP (3 pupils)</i>	<i>National Average for all pupils</i>
% achieving Age Related Expectations or above in reading, writing and maths in Y2	0%	12%
% achieving Age Related Expectations or above in reading in Y2	33%	76%
% achieving Age Related Expectations or above in writing in Y2	33%	70%
% achieving Age Related Expectations or above in maths in Y2	33%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2018-2019														
In-school barriers														
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>Y2 (1)</th> <th>Y3 (3)</th> <th>Y4 (3)</th> <th>Y5 (4)</th> <th>Y6 (3)</th> </tr> </thead> <tbody> <tr> <td>EYE</td> <td>100%</td> <td>33%</td> <td>67%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		Y2 (1)	Y3 (3)	Y4 (3)	Y5 (4)	Y6 (3)	EYE	100%	33%	67%	100%	100%
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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>Y2 (1)</th> <th>Y3 (3)</th> <th>Y4 (3)</th> <th>Y5 (4)</th> <th>Y6 (3)</th> </tr> </thead> <tbody> <tr> <td>EYE</td> <td>100%</td> <td>33%</td> <td>67%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		Y2 (1)	Y3 (3)	Y4 (3)	Y5 (4)	Y6 (3)	EYE	100%	33%	67%	100%	100%
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EYE	100%	33%	67%	100%	100%									

5. Planned expenditure					
Academic year		2018-2019			
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 (2018-2019)					
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, and external training. (£265)</p> <p>Y2 and Y6 Local Authority training for Teacher Assessment. (£80)</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. (£2,700)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during Pupil Achievement Meetings and monitoring / staff development actions. (£500)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p>	<p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Develop teachers' knowledge and understanding of nationally expected standards.</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>Some of PP pupils are lower attainers and have gaps in the previous year's curriculum.</p>	<p>Monitoring of SDMs, INSETs and evaluations of coaching and training.</p> <p>Assessment and moderation session with teachers.</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>Monitoring by SENDCo and Pupil Achievement meetings.</p>	<p>Fran Pretty</p> <p>Sarah Southall</p> <p>Tim Clarke</p>	February 2019

<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 Team to continue supporting staff with planning / assessing for specific pupils. (£1300)</p> <p>Y2 and Y6 Local Authority training for Teacher Assessment. (£110)</p> <p>Staff identify gaps, barriers for specific learners and plan to overcome these, using Assessment Journeys and KPI Trackers.</p> <p>These learners are discussed in more depth during PAMs and monitoring / staff development actions. (£500)</p> <p>SENDCO to implement and monitor targeted teaching and interventions to raise attainment of identified children.</p> <p>KPI Trackers to be used to assess progress towards Key Performance Indicators from the previous year.</p>	<p>Continue to develop Quality First teaching to support learning of PP and all pupils.</p> <p>Develop teachers' knowledge and understanding of nationally expected standards.</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>Some of PP pupils are lower attainers and have gaps in the previous year's curriculum.</p>	<p>Evaluations of coaching and training.</p> <p>Assessment and moderation session with teachers.</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>Monitoring by SENDCo and Pupil Achievement meetings.</p>	<p>Hannah Butcher</p> <p>Tamara Goddard</p> <p>Fran Pretty</p> <p>Sarah Southall</p> <p>Tim Clarke</p>	<p>February 2018</p>
Total budgeted cost					£5,455

ii. Targeted support (2018-2019)					
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, Y4, Y5 and Y6. (£1000) Additional LSA weekly 1 to 1 intervention sessions with Y2 and Y3. (£250)	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.	Fran Pretty Alaine Specht Emma Leach Sam Batley Tamara Goddard Henry Penfold (Helen Storey)	February 2019
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 Y2, Y3, Y4, Y5 and Y5. (£1000) Additional LSA weekly 1 to 1 / small group intervention sessions with Y2 and Y3. (£250)	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.	Fran Pretty Alaine Specht Emma Leach Sam Batley Tamara Goddard Henry Penfold (Helen Storey)	February 2019
Total budgeted cost					£2,500

Other approaches (2018-2019)

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. (£200)	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 2019
Ensure all PP pupils can access the same school experiences as their peers.	Subsidised school trips including residential visits. (£2000)	To make sure that lack of money is not a barrier for families.	Evaluations of use and impact termly by HT and SAO.	Tim Clarke Dawn Gadd	February 2019
Ensure all PP pupils can access the same school experiences as their peers.	After school activities (£600)	To make sure that lack of money is not a barrier for families.	Evaluations of use and impact termly by HT and SAO.	Tim Clarke Dawn Gadd	February 2019
Improved social and emotional wellbeing of PP pupils.	ELSA (Emotional Literacy Support Assistant) provision. (£300)	Some PP pupils have additional social and emotional learning needs.	Evaluation of impact by ELSAs (in discussion with SENDCO)	Mandy Quick Helen Adair	February 2019
Total budgeted cost					£3,100

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all (2017-2018)				
Desired outcome	Chosen action/approach	Impact of chosen action/approach	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve knowledge, skills and application of writing by those Pupil Premium pupils who have not previously reached the End of Year Expected standard.</p>	<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.</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>Leader and staff's knowledge and practice has continued to develop and improve, which has raised the quality of teaching and pupil outcomes across the school.</p> <p>Systems and progressions are used more consistently across the school, which supports the pupils' smooth learning journey.</p> <p>This has raised the quality and consistency of teaching and learning across the school.</p> <p>Assessment Journeys are used well to identify gaps / targets, and to inform planning to close / address them. They do not however focus sufficiently on gaps from previous years.</p> <p>Staff know the Pupil Premium pupils well as people and as learners. They are a high focus for teachers and leaders through these meetings.</p> <p>SENDCO has been effective in knowing each child as an individual, and using this knowledge to effectively support and advise staff.</p>	<p>Investing in leaders and teachers development is worthwhile and will be continued in 2018-2019.</p> <p>Leaders will continue to monitor and support this consistent approach.</p> <p>Internal and context aware coaching is proven to be an effective strategy, and one the school will continue to invest in.</p> <p>Continue with Assessment Journeys and introduce and use new KPI Trackers to assess progress in gaps from the previous year.</p> <p>PAMs to continue.</p> <p>SENDCO to continue this positive approach. Will also support staff use of KPI Trackers to help Lower Attainers / SEND pupils fill more gaps in their learning journey.</p>	<p>£1830</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
<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.</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>Leader and staff's knowledge and practice has continued to develop and improve, which has raised the quality of teaching and pupil outcomes across the school.</p> <p>Developed practice and understanding of the two Project Leaders and all staff. School specific foci were identified and actioned. External report identified successes.</p> <p>This has raised the quality and consistency of teaching and learning across the school.</p> <p>Assessment Journeys are used well to identify gaps / targets, and to inform planning to close / address them. They do not however focus sufficiently on gaps from previous years.</p> <p>Staff know the Pupil Premium pupils well as people and as learners. They are a high focus for teachers and leaders through these meetings.</p> <p>SENDCO has been effective in knowing each child as an individual, and using this knowledge to effectively support and advise staff.</p>	<p>Investing in leaders and teachers development is worthwhile and will be continued in 2018-2019.</p> <p>The focus and investment of training / coaching has been developed and embedded, therefore there is not a requirement to repeat the project next year.</p> <p>Internal and context aware coaching is proven to be an effective strategy, and one the school will continue to invest in.</p> <p>Continue with Assessment Journeys and introduce and use new KPI Trackers to assess progress in gaps from the previous year.</p> <p>PAMs to continue.</p> <p>SENDCO to continue this positive approach. Will also support staff use of KPI Trackers to help Lower Attainers / SEND pupils fill more gaps in their learning journey.</p>	<p>£3930</p>

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
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. (£350) Additional Senior Leader / LSA weekly 1 to 1 / small group intervention sessions. (£700)	LSAs are well targeted to support Pupil Premium pupils and other pupils who are Lower Attainers in specific aspects of learning. The LSA weekly 1 to 1 sessions with Y1-Y2 pupils was successful and benefitted the pupils.	Continue to employ and direct LSAs with the variety of support they offer. Continue the LSA weekly 1 to 1 sessions with Y1-Y3 pupils.	£1050
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. (£350) Additional Senior Leader / LSA weekly 1 to 1 / small group intervention sessions. (£700)	LSAs are well targeted to support Pupil Premium pupils and other pupils who are Lower Attainers in specific aspects of learning. The LSA weekly 1 to 1 sessions with Y1-Y2 pupils was successful and benefitted the pupils.	Continue to employ and direct LSAs with the variety of support they offer. Continue the LSA weekly 1 to 1 sessions with Y1-Y3 pupils.	£1050
Improved positive home / school relationships. More effective parenting support for PP pupils	Family support system of drop in appointments. (£100)	A number of families made good use of this service throughout the year. School received numerous positive comments as feedback from parents.	Continue to offer this service.	£100
Ensure all PP pupils can access the same school experiences as their peers.	Subsidised school trips including residential visits. (£440)	All PP pupils were able to attend all day visits and residentials planned for their class.	Continue to fund these school experiences.	£440

Ensure all PP pupils can access the same school experiences as their peers.	After school activities (£440)	All PP pupils who wanted to attend specific after school activities were able to do so.	Continue to fund these after school activities.	£440
Improved social and emotional wellbeing of PP pupils.	ELSA (Emotional Literacy Support Assistant) provision. (£200)	Provided space and a member of staff who was not always linked to their class, for PP pupils to share worries and concerns and develop their personal and social skills and confidence.	Continue to provide this support service and to identify pupils most in need of support.	£200