



Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Cummersdale School				
Academic Year	2020-21	Total PP budget	£17,160	Date of most recent PP Review	July 2020
Total number of pupils	107	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2021
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	15% of current pupil premium children are on the SEN Register with one child with an EHCP				
B.	Lack of targeted support				
C.	Completion of homework can be inconsistent				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
A.	Support at home can be mixed. Many single parent families or families with large numbers of siblings.				
B.	Low attendance				
C.	Social, emotional and behavioural issues – lack of focus and confidence				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Higher rates of pupils achieving the expected standard in KS2			Current pupils are tracked and their progress is in line with non PP children if not better. This is measured by teacher assessment and moderation at staff meetings/cluster meetings.	

B.	Higher rates of pupils achieving the expected standard at KS1	Current pupils are tracked and their progress is in line with non PP children if not better. This is measured by teacher assessment and moderation at staff meetings/cluster meetings.
C.	Higher rates of pupils achieving the expected standard at Y1 Phonics.	Using regular assessments at Read, Write, Inc to track PP pupils' progress ensuring that they are at least in line with non PP pupils. (See Read Write, Inc report to Governors)
D.	Higher rates of pupils achieving GLD at EYFS	Using Focus Assessment booklets to look at the progress of PP children ensuring that it is at least in line with others.
E.	For pupils to become more emotionally resilient.	Pupils will have access to an adult to talk to. Wellbeing sessions to support pupils.

4. Planned expenditure					
Academic year	2020-21				
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?
Improved assessment system in order to track children's progress more carefully	Purchase NFER tests to be used as a baseline for the coming academic year. These will then be transferred to scholar pack and form the base for our online tracking of pupil progress	By providing a standardised test, knowledge and understanding can be assessed. The data can then be used to determine any catch ups that are needed in each year group. Tracking the data over time will allow for those who are falling behind to be picked up quickly and for interventions to be put in at the earliest opportunity.	Reviewing the data on scholar pack. Pupil progress meetings where data from the testing is analysed. Children will receive the support that they need and there will be quality first teaching in the classrooms.	GJ	A review of the effectiveness of the NFER tests will be done after they have been completed. Termly reviews of the trackers, monitoring the progress made. £700
Continued improvements in the teaching of phonics	Purchase of Oxford Owl reading materials to match the Read, Write Inc. Phonics Scheme	EEF- Improving literacy improves student outcomes overall, thereby reducing the attainment variation between disadvantages and non-disadvantaged. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.	Purchase and organisation of books by SB (Subject Leader) RWI groups to be assessed and reviewed at least every 6 weeks to ensure correct groupings. Phonics catch up sessions to be delivered to those that are struggling in Y2 and then Y1 in preparation for the phonics screening tests.	SB	The progress made will be highlighted in the phonics screening tests at the end of the year. Review of the reading scheme to be done at the end of the year. £3,000
For pupils to bridge gaps in learning using IT based interventions that can be used in and out of school	TT Rockstars, Mathletics, Spelling Shed, Lexia, Class lists, Microsoft Teams Purchasing of further iPads	IT based programmes can be used both at home and in school. This is beneficial as can be used during periods of home learning due to COVID-19 lockdown. The IT based programmes assess the pupils at the start and the progress made is in line with their ability and speed of developing understanding.	Information to be provided to parents about the online programmes that can be used at home to support the learning that takes place in school. Tracking of progress being made on the programmes and flagging up when pupils are not using it. Rewards for those using the programmes effectively – trophies and certificates.	GJ	License subscriptions for the year and the cost of purchasing ipads. £12,000
Total budgeted cost					£15,700

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?
Structured support and interventions for pupils who need to make accelerated progress at KS1 and KS2	Increase in TA support in the school. TA are to be used to support in class quality first teaching, small group catch up work and EHCP hours.	EEF suggests that using well qualified TAs is more likely to raise attainment and achieve greater progress. Interventions on a one to one basis are most effective.	Attainment and progress checks. Individual intervention assessments. Feedback from teachers about the behaviours and attitudes. Close tracking of individuals to ensure that children are picked up at the earliest opportunities.	GJ FS	£18,000
Pupils to be emotionally resilient, to be able to use taught strategies to cope with their	Well Being/Nurture support. Trusted adult to be available to all those PP children	Interventions which target social and emotional learning focus on ways in which children learn and work with their peers, teachers and in the wider community. They explore barriers to	Source external support to promote wellbeing and character development and review its effectiveness on a regular basis. Trusted adult to keep any records	FS	Termly review £900
Total budgeted cost					£18,900
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?
Children to be involved in all aspects of school life.	Reduced charges for after school clubs/trips	Pupils who are doing well academically may need the opportunity to develop socially and emotionally through non curricular activities. Becoming more confident in social settings and with different groups of people. Learning through non class based experiences.	Pupils will become more confident in school. Pupils will be accessing after school clubs (when they are up and running) and attending school trips.	GJ	£500
Increased parental involvement to support the learning taking place in school and attendance	Provide advice leaflets for various aspects of school life both academic and pastoral.	By providing information about the strategies being used in school, parents will be able to adopt these and be more confident helping children at home, supporting the taught strategies. By increasing parental involvement, better relationships will lead to swifter conversations regarding poor attendance or concerns over progress.	Reading booklet to be sent home to promote listening to their children read and effective questioning. Parent evenings to share information about the strategies and programmes being used in school.	GJ	This will be ongoing with leaflets being regularly distributed as the need arises. These will then be updated on the school website.
Total budgeted cost					£500

5. Review of expenditure				
Previous Academic Year		2019-2020		
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
Improved assessment system in order to track children's progress more carefully	Purchase of Headstart tests which can be done termly	The assessments provided a consistent method of assessment throughout the school and it enabled teachers and leaders to track children's progress. It also helped to inform teachers planning ensuring that any gaps were re-visited.	An alternative assessment scheme is to be implemented in 2020-21. Headstart materials will be kept for ongoing and more frequent assessments throughout KS1 and 2.	£300
Continued improvement in phonics results in Y1 (See also Ofsted 17 area for improvement)	Purchase of further Read Write Inc materials to support progress	Read Write Inc was very successful in 2019-20. All staff are confident in delivering the materials and children have made rapid progress in this area. The school's good results in 2019 (80%) were expected to be built on in 2020.	This successful system will continue in 2020-21.	£4000
Improve Maths throughout the school	Purchase of TT Rockstars to help improve times tables. Continuation with Maths Whizz subscription	TT Rockstars was purchased and was instantly popular with all pupils in KS2. Numbots (it's KS1 equivalent) was introduced to KS1. These packages were particularly useful whilst the school was in lockdown.	The school have re-subscribed to these packages for 2020-21.	£700
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
Accelerated progress for PP children	One to one tuition delivered by a qualified teacher	Children in general made better than expected progress (See Scholarpack).	This proved to be successful. Considerable progress was made by children lower down the school and by those with specific intervention programmes (ie Reading Intervention). For those in Y6, intervention may have been a bit late in the day.	£5000

Training of TAs in Reading Intervention (Hayley Brecken) and Maths Recovery (Wendy Haughan)	Qualified staff will be able to deliver interventions more effectively	TAs successfully completed their training and interventions are delivered confidently, benefitting a small number of children greatly.	Maths Recovery and Reading Intervention programmes will continue.	£3000
---	--	--	---	-------

iii. Other approaches

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
Children to be involved in all aspects of school life.	Reduced charges for after school clubs/trips	Whilst the 2020 residential didn't take place, other trips (eg Carlisle Castle, Life Centre etc) were subsidised. Pupil premium children were not charged for after school activities which were well attended by this group.	Trips and after school activities will continue to be subsidised.	£1000

6. Additional detail

n/a