



Pupil premium strategy statement (primary)

1. Summary information					
School	Cummersdale School				
Academic Year	2018-19 (2017-18)	Total PP budget	£1 (£15,840)	Date of most recent PP Review	Sept 2018
Total number of pupils	98 (94)	Number of pupils eligible for PP	12 (12.12%) 11 (11.7%)	Date for next internal review of this strategy	Sept 2019

(This year's figures in brackets)

2. Current attainment		
<i>3 yr average due to low PP numbers</i>	<i>Pupils eligible for PP (your school)</i>	<i>(three of the five children joined Cummersdale from other schools in KS2),</i>
% achieving in reading, writing and maths	40% (2/5)	
% making progress in reading	80% (4/5)	1 child in 2018 made greater than expected progress in reading
% making progress in writing	80% (4/5)	
% making progress in maths	80% (4/5)	

3. 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.	25% of current pupil premium children are on the SEN Register
B.	In Reception, oral skills are lower than for other pupils which hinders progress in reading/writing
C.	Completion of homeworks/reading 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.	
4. 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.

5. Planned expenditure					
Academic year	2018-19				
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 of Headstart tests which can be done termly	No present system in place. NFER are trusted providers of assessments. The school will use these termly in order to track in year progress	Introduced to the staff via staff meeting. Trialled in October 2017.	GJ	July 2019 after the first cycle
Continued improvement in phonics results in Y1. (See also Ofsted 17 area for improvement)	Purchase of further Read, Write, Inc materials to support	EEF – Improving literacy improves student outcomes overall, thereby reducing the attainment variation between disadvantaged and non-disadvantaged. Research suggests that phonics is particularly beneficial for younger learners as they begin to read.	Whole school approach. Half termly assessments and reviews	SB	Ongoing but July 2019
Improve maths throughout the school	Purchase of TT Rock star to help improve tables. Continuation with Maths Whizz subscription	Personalised learning. This allows children to learn at the right level and work is reinforced until understood.	Adequate number of licences. Reliable laptops/ I-pads. Recognising those who do well.	PW/FS	July 2019
Total budgeted cost					£5000
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?
Accelerated progress for PP children	One to one tuition delivered by qualified learning support teacher and teaching assistants	EEF suggests that using qualified teachers rather than TAs is more likely to raise attainment and achieve greater progress	Tracking and monitoring PP children through pupil progress meetings. Careful timetabling involving pre-teaching and reinforcement of material covered in class.	SB (SENCo) FS	July 19
Training of TAs in Reading Intervention (Hayley Brecken) and Maths Recovery (Wendy Haughan)	Qualified staff will be able to deliver interventions more effectively	EEF states that interventions on a one to one basis is most effective	Tracking and monitoring PP children through pupil progress meetings.	HB/WH	July 19
Total budgeted cost					£8000
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	Research over time suggests greater levels of improvement due to more positive pupil attitudes and behaviour. A greater variety of life experiences enhances children's education, providing improved self-confidence and readiness for learning.	Monitor attendance at clubs and ensure all trips are attended	GJ	July 2019
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year 2017-18				
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
Improve maths and literacy throughout the school and close the gap in attainment between PP and non PP children	Purchase of Lexia software (reading) and Maths Whizz (Maths)	Pupils in receipt of pupil premium made at least expected progress. Children received regular certificates to celebrate their achievements. Children could work at their own pace.	Continuation with both programs with an increase in licences to enable Y1 children to begin	£3000
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). One child made less progress and would have benefited greatly from some support at home.	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
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
Improved methods of feedback	Review of marking policy. Increase the amount of verbal feedback.	Whole staff reviewed marking policy in order to provide effective feedback so that all children could achieve.	This proved to be successful and will continue through work scrutiny	£150

7. Additional detail				
n/a				