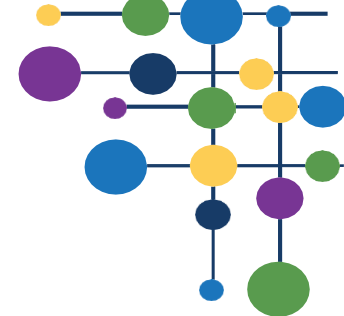


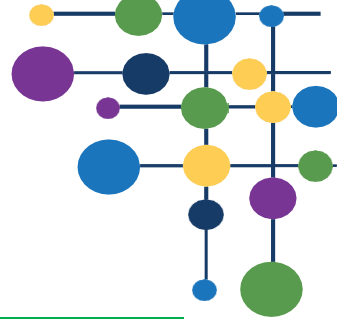
## Cowlersley Primary School

### Pupil Premium Action Plan – 2018-2019

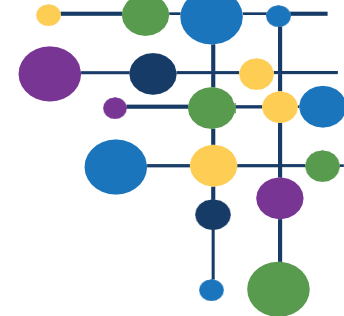
School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
69 x £1320 currently on roll £91,080	42	27	69 (4 children no longer FSM)	0	0	0



Review of the 2017-2018 academic year		Total pupil premium allocation for <b>2017-2018</b> academic year: <b>£152, 209</b>	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<p>Targeted interventions in literacy and numeracy Including:</p> <ul style="list-style-type: none"> <li>• Maths interventions</li> <li>• Reading comprehension boosters</li> <li>• SATs skills boosters (KS1 and 2)</li> <li>• Accelerated Reader interventions</li> <li>• Phonics interventions, including after-school boosters</li> </ul> <p>Breakfast Club to support children who do not have access to a free healthy breakfast</p>	<p>ETA costs, including x2 HLTAs within KS2 to support Year 5 and 6.</p> <p>Costs of 2 KS1 teachers to support phonics boosters.</p> <p>Teacher release time for planning &amp; training costs</p> <p>Purchasing of resources to support the learning.</p> <p>Staffing of 3 members of staff to cover breakfast club daily.</p>	<p>KS1 data showed that 55.5 % of disadvantaged children achieved expected in end of year Maths SATS. This was 0.5% above less disadvantaged peers.</p> <p>33.3% disadvantaged children achieved expected in Reading and 44.4% were working towards.</p> <p>33.3% disadvantaged children expected in writing</p> <p>33.3% disadvantaged children working towards in writing</p> <p>KS2 data showed that disadvantaged children performed less well than non-disadvantaged children in all areas.</p> <p>100% of year 1 children passed the Phonic Screening Test</p> <p>100% of children in Year 2 passed the Phonic Screening Test.</p> <p>73% of Pupil Premium children regularly attend Breakfast Club. Breakfast club has impacted positively on attendance overall. Pupil Premium</p>	<p>The outcomes for disadvantaged pupils needs to improve rapidly as a priority, particularly in KS2 where outcomes were not closing the gap with non-disadvantaged peers.</p>



<p>Pastoral and Inclusion team supporting children and families, including Thrive.</p> <p>Removal of barriers to participation:</p> <ul style="list-style-type: none"> <li>• Funding for extra-curricular activities</li> <li>• Whole school team building trip to White Water Bay</li> <li>• Pantomime trip</li> <li>• Reward days half-termly including Science workshop and parkour</li> <li>• Forest school/outdoor learning for KS1 children across the year</li> </ul>	<p>Salary of Pastoral leader and Thrive leader</p> <p>Costs of transport for coaches, ticket costs, costs of each reward day (approximately £300 each event)</p> <p>Staff costs for lunchtime and after-school clubs.</p> <p>Staff costs for Forest school-including funding of training and resources, planning and teaching</p>	<p>attendance improved from 94% Sept 2017 to 95.2% July 2018.</p> <p>Children across school supported with social and emotional needs. Families supported with a range of safeguarding needs.</p> <p>All disadvantaged children accessed at least one extra-curricular club and reward event. All children accessed pantomime and seaside trip which they would not normally experience. All KS1 children experienced Forest school at some point over the year improving levels of confidence and communication.</p>	
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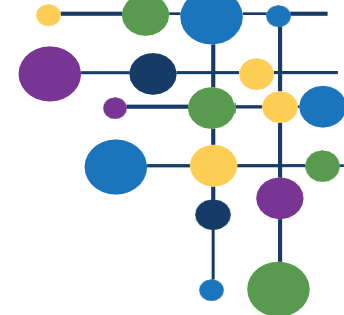
**Pupil premium objectives for 2018-19 academic year**

**Total pupil premium allocation for 2018-19 academic year:  
£91, 080**

1. Rapidly improve outcomes for disadvantaged pupils in KS2 in reading, writing and maths so that more children reach expected standard and greater depth.
2. Narrow the gap between disadvantaged children and non-disadvantaged children nationally within KS1 and EYFS.
3. Remove barriers to learning by supporting the social and emotional needs of children and families ensuring they are safe and ready to learn.

**Objective 1:** Rapidly improve outcomes for disadvantaged pupils in KS2 in reading, writing and maths so that more children reach expected standard and greater depth.

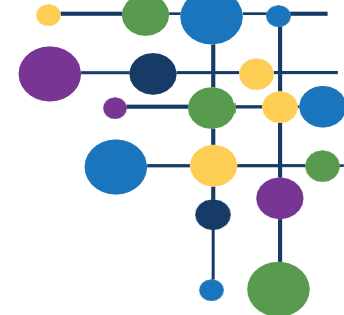
<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Smaller classes and use of HLTAs in KS2 (specifically Year 5 and 6) to enable more focused groups, including additional use of Deputy HeadTeacher. Targeted challenge of Year 5 and 6 GD	More disadvantaged children in KS2 reach expected standard in reading, writing and maths (close or equal to non-disadvantaged peers)	<i>DHT-Year 6 Autumn-Spring x3 mornings a week + boosters Year 5 Summer term  X2 HLTAs Year 4 and 5 Autumn term in addition to class teachers Spring-Summer TBC</i>	Executive headteacher/Headteacher Deputy headteacher	Salary costs of key staff, including HLTAs  £20 000 HLTA £7 000 DHT maths and english boosters = <b>£27 000</b>



<p>children in reading, writing and maths, including: -small group work with Deputy HeadTeacher -1:1 editing in writing -Greater Depth challenge texts</p>		<p><i>Year 5 class split into smaller groups to allow precision teaching (from Autumn 2)</i></p>		
<p>Additional interventions to improve attainment in reading and maths including: -Fresh Start phonics -Accelerated reader -SATs boosters -Times table rockstars -Afternoon interventions linked to targets</p>	<p>Attainment of disadvantaged pupils in KS2 improves in reading and maths.</p>	<p><i>Fresh Start phonics from Autumn 2. SATs boosters from Spring term-x2 after school sessions.  Accelerated reader ongoing throughout the year.</i></p>	<p>Deputy Headteacher, Maths and English leaders, Key Stage 2 class teachers.</p>	<p>Costs of purchasing interventions (Fresh Start phonics, TT rockstars) = <b>£400</b>  Staffing of interventions (ETA salaries x2 afternoons, HLTA salary x1 afternoon-detailed above).</p>
<p>Profile of reading raised across KS2. <i>Purchase of books, engaging, real-life stories and relevant non-fiction texts to raise profile of reading across KS2 boys. Books purchased within the low difficulty, high interest category for children within Ks2-linked with Accelerated reader.</i></p>	<p>Children, especially disadvantaged boys in KS2, have a greater engagement with reading through wealth of new texts.  Attainment in reading (lowest across KS2 currently for disadvantaged children) is improved.</p>	<p><i>Books purchases termly.  Reading areas created Autumn 1. Reviewed end of Autumn 2.</i></p>	<p>English leader, Deputy headteacher</p>	<p>Books ordered-prices TBC.  Reading areas-allocated £30-50 per area=<b>£400</b></p>

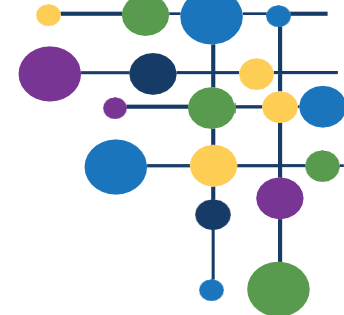


<i>Class reading areas completed within classrooms and promoted as engaging and quiet spaces.</i>	More opportunities for reading for pleasure increase children's love of books.			
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**Objective 2:** Narrow the gap between disadvantaged children and their non-disadvantaged peers within KS1.

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
Improved attainment for reading levels for disadvantaged pupils through secure phonic knowledge and decoding skills.	Disadvantaged children to be making at least expected progress and the gap between non disadvantaged nationally to narrow.	<i>Half termly progress meetings and data collection</i>	<i>Key stage 1 leader and staff, English leader</i>	Phonics groups, reading resources (including purchase of new reading books), phonics training for staff (£300)
Support staff within class allowing targeted teaching and intervention.  Additional interventions for disadvantaged children including: -phonics intensive teaching -handwriting -maths small group -1:1 reading -fine motor skills/movement	Disadvantaged children to be well-supported in more focused groups with an adult, enabling better progress and attainment.	<i>Half termly progress meetings and data collection</i>	<i>Executive headteacher, Headteacher, Key stage 1 leader</i>	Salary costs of support staff covering KS1 classes to facilitate afternoon interventions =£2903 x 2=£5 806

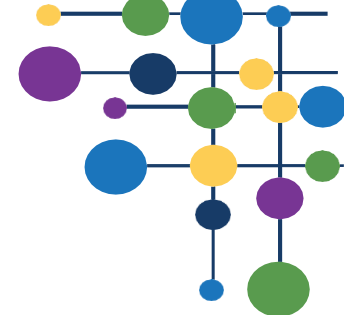


<p>Targeted interventions for children entitled to Pupil premium within Early years:</p> <p>-identification of children with gaps in emotional development through Thrive screening and set activities to meet needs -1:1 class-based intervention for literacy and communication</p>	<p>Disadvantaged children within Early Years to have gaps in development identified and support provided to ensure they are making better progress.</p>	<p>Pupil progress meetings, inclusion reviews, behavior and welfare meetings</p>	<p>Early years leader/teachers, SENCO, Pastoral leader and Thrive leader</p>	<p>Thrive leader salary costs (detailed below)</p>
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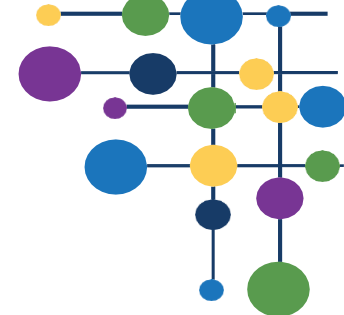
**Objective 3:** Remove barriers to learning by supporting the social and emotional needs of children and families ensuring they are safe and ready to learn.

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
<p>Develop an effective Pastoral support team who work with children and families to remove barriers to learning: -Thrive approach is used to encourage children to identify gaps in emotional</p>	<p>Social, emotional and mental health needs of children are met through timely intervention.</p> <p>Families' wellbeing needs are met to ensure safe, emotionally and</p>	<p>Ongoing</p> <p>Nov 2018 review of SEN and SEMH procedures, eg use of CPOMs tracking</p>	<p>SENCo, Pastoral Leader, Thrive leader and other Thrive trained staff</p>	<p>Pastoral Lead +Thrive/Inclusion lead practitioner =£54 810</p> <p>Thrive training and update costs Resources for SEMH intervention Resources for family interventions £200</p>





<p>development and to plan tailored activities.</p> <p>-Inclusion team re-launched with tight referral process and monitoring of progress of children with SEMH needs.</p> <p>-Family interventions (such as drop-ins, coffee mornings, TBC).</p>	<p>physically well and ready to learn.</p> <p>Those who may need extra help and support are quickly identified and support given (both in and out of school).</p>	<p>January 2019 review of Inclusion</p> <p>March 2019</p>		
<p>Forest school-EYFS to Year 4</p>	<p>Targeted children more engaged with learning. Showing increased confidence, resilience and good behavior for learning.</p>	<p>Autumn term focus on EYFS to Year 4</p> <p>Spring term TBC</p>	<p>SENCo, Forest school leader</p>	<p>Forest school-trained member of staff-salary (every afternoon Autumn 1) <b>£1333</b></p> <p>TBC post-Spring term</p> <p>Costs of Forest school training and resources (including waterproof items for children)</p>
<p>Breakfast club staffing</p>	<p>Disadvantaged children able to access a free breakfast and good start to school morning. Children 'ready to learn' and on time for school as a result.</p>	<p>Across whole of school year</p>	<p>Breakfast club lead</p>	<p>Salary of member of staff from 7:30-9:00 to set-up and run breakfast club (covered within Thrive leader salary above)</p>
<p>Reward days-x 6 yearly linked with whole-school behavior strategy</p>	<p>Improved behavior for learning of disadvantaged children</p>	<p>Half-termly events (last week of each term) x6 in total</p>	<p>Pastoral leader</p>	<p>Cost of each event which includes staffing for approximately 50-100 children for a whole day <b>=£450</b></p>



		Whole school theatre visit, including workshop: June 2018		
Extra-curricular clubs: Aim for every disadvantaged child to access at least one extra-curricular club	Improved opportunities for disadvantaged children. Opportunities for enrichment, broadening aspirations and physical/social skills/confidence building.	Weekly programme of extra-curricular clubs (with related events, eg choir performances)	Pastoral leader, class teachers	Staffing costs of additional lunchtime member at least once weekly =£664
Improving attendance for learning for disadvantaged pupils – regular meetings/review with APSO, fines issued, contracts in place, home visits etc	Continue reduction in persistent absentee rates for disadvantaged pupils	Half termly & End of Year data	<i>SENCO, Pastoral Lead Collaboration with APSO</i>	Pastoral Lead salary (detailed above)