

Pupil premium strategy statement 2018/9 – Cusgarne Primary School

1. Summary information					
School	Cusgarne Primary School				
Academic Year	2018/19	Total PP budget	£5,160	Date of most recent PP Review	July 2018
Total number of pupils	96	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Jan 2019

2. Current attainment for 2018 – SATS data		
	<i>Pupils eligible for PP (5 pupils)</i>	<i>Pupils not eligible for PP (7 pupils)</i>
% achieving expected standard in reading, writing and maths	60% (3/5)	43% (3/7)
% making expected progress in reading	80% (4/5)	86% (6/7)
% making expected progress in writing	80% (4/5)	86% (6/7)
% making expected progress in maths	80% (4/5)	43% (3/7)

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.	Reading and maths progress is below expected for some PP children in our other year groups
B.	Low emotional resilience for some PP children
C.	High ability PP children need to maintain good progress across all subjects
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support with reading and homework for some PP children
E.	Some families may find it hard to access extra enrichment activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading and maths progress for all pupils	Pupil eligible for PP make expected or more than expected progress
B.	Emotional resilience addressed through talk time, DIT	Pupils are emotionally equipped to be able to learn at their full potential
C.	High rate of progress for high attaining pupils	Pupil eligible for PP identified as high ability make as much progress as other high ability pupils

D.	Further improve parental engagement, support and expectations	All PP pupils reading at home and having support with homework
E.	Funding to support families with clubs/residentials/trips	All PP pupils have opportunities to take part in all enrichment activities

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?
A.Improved progress in reading and maths	All staff aware of the data of PP pupils. Individual targeted approach.	Not all PP pupils have made the expected progress in reading and maths	Half termly data reviews. Lesson drop ins.	KM/TB	Jan 2019
C.High rate of progress for high attaining PP pupils	Higher attainment of high ability pupils to be a focus for all teaching staff. Staff training on challenge and mastery.	We want to ensure that PP pupils achieve high attainment rather than just meeting the expected standard.	Monitoring visit to include higher ability pupils (pupil conferencing, book scrutiny, lesson drop ins)	KM/TB	Jan 2019
Total budgeted cost					£4,660 – to include A and B below
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?
A.Improved progress in reading and maths	Targeted intervention and in class support	Past evidence has proved that targeted intervention and class support for certain pupils has had a very good impact	Reviews of intervention programmes by SEND coordinator.Targeted pupils will make expected or more than expected progress.	KM/TB	Jan 2019
B.Improved emotional resilience	Learning line, talk time, DIT	Past evidence has proved this has had a very good impact and the emotional resilience of our pupils has improved	Pupil conferencing to discuss attitudes to learning. Discussions with staff regarding pupils emotional resilience. Use of learning line	All staff	Jan 2019
Total budgeted cost					£4.160 – to include A and C above
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?
D.Parental engagement is improved with reading and homework	Reading bands. Support in school for pupils that are not being supported at home. Phonics/reading workshop for parents. Parent/teacher meetings to discuss pupil progress and targets.	Pupils who are provided with consistency from both home and school will achieve better. Recent research from the DfE, 'Parental involvement in the form of at home good parenting has a significant positive effect on children's achievement'.	Increased parental engagement and support with reading/homework.	KM/TB	Jan 2019
E.Pupils to have wider contextual experiences.	Financial support provided.	This will ensure that all PP pupils have a wide array of experiences which will support them with their life skills and social skills.	Pupil conferencing to allow pupils to talk widely about their experiences.	KM/TB	Jan 2019
Total budgeted cost					£1,000

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
Accelerated progress for RWM	Resources – Mathematics/ Reading eggs. Intervention programmes	4/7 pupils eligible for PP made expected progress in reading, 6/7 in writing and 3/7 in maths	This support has worked really well for some pupils and will continue next year. Intervention will be reviewed though to ensure all pupils make expected progress	£6,640
Better use of staff and learning environments	1-2, small group and cohort teaching space provided	Teaching spaces being used more appropriately and consistently (eg, Year 6, phonics) This has had a positive impact on all cohorts	This will continue next year	
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
Equal access to extra-curricular activity	Subsidised extra-curricular activities	All pupils had access to extra-curricular activities,	Pupils personal well-being and inclusion was paramount and this will continue next year	£2,500
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
Pupils concentration and readiness to engage is sustained	Daily fruit provision	Not all pupils wanted the fruit and were bringing in their own snacks. However, this did not have a negative impact on their readiness to learn	This will not continue next year	£1,300
7. Additional detail				

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk