



1. Summary information					
School	Cottesmore St Mary Catholic Primary School				
Academic Year	2019-20	Total PP budget	£72,220	Date of most recent PP Review	Sept 2019
Total number of pupils	425	Number of pupils eligible for PP	53 (including 6 PP+) 12% of total pupils	Date for next internal review of strategy	Jan 2020
Statement authorised by	Rachel Breen	Pupil premium lead	Cath McLoughlin		

2. Current attainment - KS2 results July 2019		
	Cottesmore 9 pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving KS2 expected standard or above in reading, writing & maths	67%	71%
Average scale score in reading and maths	Reading - 107.8 Maths - 107.1	Reading - 104.4 Maths - 105.0
Reading progress score	-2.3	-0.1
Writing progress score	0.8	-1.2
Maths progress score	1.3	-1.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Attainment of GLD is lower in Reception for PP pupils than other pupils.



B.	The attainment of PP pupils including GDS is lower in reading and maths for PP pupils than other children	
C.	The progress of PP pupils in writing is lower than other pupils in the school. This prevents some PP children from making expected progress at the end	
External barriers		
D.	In some cases, the emotional well-being of PP pupils adversely affects their readiness to learn	
E.	PP pupils can be less likely to receive support at home and face social and emotional difficulties due to complex family situations	
4. Desired outcomes		Success criteria
A.	To improve the attainment of PP pupils in Reception so that they achieve in line with their peers	Attainment of GLD for PP pupils is in line with other pupils
B.	To improve attainment of PP pupils in reading and maths	Pupils eligible for PP achieve in line with other pupils in the school across KS2 in reading and maths
C.	To improve the progress of PP pupils in writing so it is at least in line with their peers	Progress of PP pupils in writing is at least in line with their peers at end KS2
D.	To ensure pupils eligible for pupil premium receive emotional support if appropriate	PP pupils are supported emotionally and are ready to learn
E.	To ensure PP pupils receive support with homework and engage with enrichment activities offered	PP complete homework tasks in line with peers, join after school clubs, attend school trips



5. Planned expenditure				
Academic year		2019 - 2020		
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	How will you ensure it is implemented well?	Staff lead	Review
A. To improve the attainment of PP pupils in Reception so that they achieve in line with their peers	<ul style="list-style-type: none"> Continue CPD and mentoring for staff in Reception Specialist phonics training for all teachers and TAs from external provider New members of staff to receive updated external phonics training Daily whole class phonics teaching to take place from week three in Aut term. Increase in children blending CVC words by Christmas (based on last year's data) Phonic rules sent home to parents Phonics workshops for parents to increase engagement in children's learning Same day small phonics interventions led by teachers Phonics groups to be revised regularly to ensure meeting need Pay TAs who teach phonics at higher rate Further develop independent writing opportunities in Reception 	<ul style="list-style-type: none"> Regular monitoring of impact of phonics by phonics lead including session observations, SLT learning walks, and progress measures Phonics support and coaching by Phonics lead RWI training and CPD updates for all adults teaching phonics Learning Community teacher conferencing sessions to share best practice. Impact overseen by DHT 	<p>Deputy head teacher</p> <p>Inclusion Lead</p>	<p>January 2020</p> <p>Termly report to Governors Curriculum Committee</p>



<p>B. To improve attainment of PP pupils in reading and maths</p>	<ul style="list-style-type: none"> • Introduce whole class reading to maximise daily reading opportunities for all children • Use staff meetings and CPD time to deliver relevant training on whole class reading teaching including use of texts as a stimuli and developing a literacy rich English curriculum • External CPD for Reading Lead • Ensure all new staff are confident with whole class reading approach • External CPD for new staff in whole class reading approach • Teachers and teaching assistants will provide additional support and intervention programmes to narrow gaps in attainment • Run maths interventions (Numbers Count, Success at Arithmetic) • Introduce On Track Maths across KS2 • Buy in maths tutor for PP off track pupils • New staff CPD from Sussex Maths Hub in maths mastery approach • Maths lead to provide ongoing CPD 	<ul style="list-style-type: none"> • Assessment lead to track progress of pupil premium children in reading and maths • Termly pupil progress meetings • Monitor reading /phonics scores • Target setting meetings - phonics and Y2 • Extra teaching time and preparation time paid for out of PP budget. • Impact overseen by DHT • CPD sessions for teachers / TA's supporting the sessions • peer observations of classes after the CPD to embed learning • SLT learning walks and triangulation processes • Pupil feedback and quality assurance 	<p>DHT Assessment Lead Inclusion Lead Maths lead Reading lead</p>	<p>Dec 2019 January 2020 Termly report to Governors Curriculum Committee</p>
<p>C. To improve the progress of PP pupils in writing so it is at least in line with their peers</p>	<ul style="list-style-type: none"> • Small group / 1:1 sessions in writing in addition to quality first teaching targeted at pupils' specific needs • Train and provide ongoing CPD and support to teach the new approach to writing effectively • Ensure maximum provision of high quality daily writing activities in EY • Same day interventions led by teachers • CPD for Rec teachers; Making Progress in writing in Rec • CPD: Developing Writers Working at Greater Depth • Busy Hands interventions led by TA, regularly reviewed and adapted 	<ul style="list-style-type: none"> • Extra teaching time and preparation time paid for out of PP budget. • INSET and follow up support/CPD on new approach to writing • Impact overseen by Writing Lead • Assessment lead to track progress of pupil premium children in writing • Termly pupil progress meetings • Learning Community teacher conferencing sessions to share best practice. 	<p>DHT Inclusion lead Writing Lead</p>	<p>January 2020 Termly report to Governors Curriculum Committee</p>



Total budgeted cost				£20,000
ii. Targeted support				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review
<p>B To improve attainment of PP pupils in reading and maths</p> <p>C To improve the progress of PP pupils in writing so it is at least in line with their peers</p>	<ul style="list-style-type: none"> • Small group / 1:1 sessions in reading, writing and maths, in addition to standard lessons targeted at pupils specific needs • Y6 reading and maths booster groups to run in Spring term 2020 to ensure specific targeted teaching can be in place to further pupils' attainment to increase. • Develop use of pre and post assessments for all intervention programmes • Run maths interventions (Numbers Count, Success at Arithmetic) • Target off track pupils for daily 1:1 reading and home school reading • Buy in GDS writing intervention teacher • Buy in maths intervention teacher • Engage parents of children in 	<ul style="list-style-type: none"> • Extra teaching time and preparation time paid for out of PP budget. • Impact overseen by DHT. • CPD sessions for teachers / TA's supporting the sessions. • Engage with parents and pupils before intervention begins to address and concerns or questions about the extra sessions. • RAG every half term the impact of interventions • Track data and outcomes of sessions. • Assessment lead to track progress of pupil premium children in reading and maths • Termly pupil progress meetings • Monitor reading /phonics scores • Target setting meetings - phonics and Y2 • Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy. • SLT learning walks and triangulation. • Pupil feedback and quality assurance. 	<p>DHT</p> <p>Reading lead</p> <p>Maths lead</p> <p>SLT</p>	<p>Jan 2020</p>
Total budgeted cost				£45,000



iii. Other approaches				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review
B To improve attainment of PP pupils in reading and maths	<ul style="list-style-type: none"> • Purchase new texts to develop literacy rich environment • Purchase more challenging reading texts in KS1 • Refresh stock of colour banded books and extend to KS2 • Buy into Power of Reading to develop use of driver texts to stimulate writing 	<ul style="list-style-type: none"> • CPD sessions for teachers / TA's supporting the sessions. • Extra teaching time and preparation time paid for out of PP budget. • Impact overseen by DHT and Reading Lead • Peer observations of classes after the CPD to embed learning, learn lessons re effectiveness and implement in school policy. • SLT learning walks and triangulation. • Pupil feedback and quality assurance. 	DHT Reading Lead	Jan 2020
D To ensure pupils eligible for pupil premium receive emotional support if appropriate	<ul style="list-style-type: none"> • Introduce nurture group led by Nurture Lead • Offer PP children counselling sessions if appropriate 	<ul style="list-style-type: none"> • Buy in services of counsellor • Pupil interviews/ questionnaire before and after nurture sessions • External CPD for staff in nurture and mental well-being • Pupil feedback and quality assurance 	DHT Nurture Lead INCo	Jan 2020

Cottesmore St Mary Primary School

Pupil Premium Strategy 2019-20



<p>E To ensure PP pupils receive support with homework and engage with enrichment activities offered</p>	<ul style="list-style-type: none"> • Continue to develop the range of after school clubs available and ensure PP parents aware of access to free after school club place • Offer free music lessons to PP pupils • Cover the cost of educational visits throughout the year • Cover a proportional cost of residential visits for Y5 and Y6 children • Offer free school uniform and PE kit to PP families and ensure parents aware of this • Offer PP families free access to PTA events • Continue to provide Breakfast Club places and contact PP parents to reiterate availability of free places • Track PP parents' attendance at parents evenings • Track PP children's homework • Provide laptops if PP pupils are unable to access online homework 	<ul style="list-style-type: none"> • DHT to monitor PP attendance at after school clubs / breakfast club and within other sporting activities. • Parents to be contacted directly where necessary to encourage take up of extra-curricular activities. • Promotion leaflet to be sent home detailing provision on offer. 	<p>DHT</p>	<p>Jan 2020</p>
Total budgeted cost				<p>£7,000</p>



Pupil Premium Review 2018-19

Summary information					
School	Cottesmore St Mary Catholic Primary School				
Academic Year	2018/19	Total PP budget	£72,860	Date of most recent PP Review	July 2019
Total number of pupils	421	Number of pupils eligible for PP As at Sept 2018	50 (45 PP, 5 PP+)	Date for next internal review of strategy	Sept 2019

In school barriers			
A	% disadvantaged pupils in EY achieving GLD is below that of non PP children nationally. (-24%)		
B	% PP pupils in Reception achieving expected standard and greater depth standard in writing is below that of non PP pupils and is below national average.		
C	Attainment of PP pupils, especially boys, in reading and writing is below that of non-PP pupils across the school, (writing -17%, reading -6%), despite making		
D	Attainment of disadvantaged pupils in maths is below that of other pupils (-13%) across the school, despite making greater progress than their peers - progress needs to be accelerated further to close the attainment gap.		
E	Significant SEND issues for a small group of disadvantaged children in Y1, Y4 and Y5 are having an impact on their attainment.		
External barriers			
F	Disadvantaged pupils are less likely to be supported at home with reading and homework and less likely to attend after school activities and curriculum		
Target	Intended impact	Review of impact	Considerations for 2019-20

Cottesmore St Mary Primary School

Pupil Premium Strategy 2019-20



<p>To further develop early phonics teaching in EY so that disadvantaged pupils can blend cvc words and make rapid progress and thereby further raise GLD</p>	<p>To increase % disadvantaged pupils achieving GLD is in line with, or above, peers and disadvantaged pupils nationally</p>	<p><u>GLD</u> End of year data: The attainment of PP children is just below their peers: disadvantaged 60% compared with non disadvantaged 67%. This was above national for PP children (57%) and LA (52%)</p> <p><u>PP EY data (% on track for EXS or above)</u> Reading IN: 20% (non PP 15%) Reading OUT: 80% (non PP 75%) Reading GDS out PP 20% (non PP 13%)</p>	<p>Continued CPD and mentoring for staff in Rec</p> <p>Continue to introduce phonic teaching in autumn term for Rec</p> <p>Target children with 1:1 and small group support</p> <p>Target PP parents to attend Phonics workshops</p>
<p>Further develop independent writing opportunities in Reception for disadvantaged pupils in order to increase attainment and progress.</p>	<p>To increase % disadvantaged pupils achieving GLD is in line with, or above, other children and disadvantaged pupils nationally</p>	<p>See above data for GLD</p> <p><u>PP EY data</u> Writing IN: 20% (non PP 13%) Writing OUT: 60% (non PP 75%) Writing GDS out PP 0% (non PP 4%)</p>	<p>writing focus</p>



<p>Raise attainment and progress of disadvantaged pupils in reading and writing, especially boys, through thorough evaluation of the provision and impact of interventions.</p>	<p>The attainment and progress in reading and writing of disadvantaged children improves and is in line with that of other children</p>	<p><u>Reading</u> End of year data: progress of PP children is in line with, or better than their peers in all years 1-6, with the exception of one cohort. The attainment of PP children is in line or above their peers Y1, Y2 and Y6. KS1 reading results</p> <ul style="list-style-type: none"> The attainment of PP children was above their peers: 100% PP pupils achieved EXS, compared to non PP 76%. This was above LA (59%) and national (62%). <p>KS2 reading results</p> <ul style="list-style-type: none"> The attainment of PP children below their peers: 67% PP pupils achieved EXS, compared to non PP 89%. This was above LA (65%) and national (62%). <p><u>Writing</u> End of year data: progress of PP children is in line with, or better than their peers in all years 1-6, with the exception of one cohort. The attainment of PP children is below their peers in 4 out of 6 year groups. KS1 writing results</p> <ul style="list-style-type: none"> The attainment of PP was above their peers: 80% PP pupils achieved EXS, compared to 71% non PP. This was above LA (51%) and national (55%). <p>KS2 writing results</p> <ul style="list-style-type: none"> The attainment of PP children was just below their peers: 89% PP pupils achieved EXS, compared to 93% non PP. This was above LA (68%) and national (68%). 	<p>Look at the attainment of PP children in reading KS2 in year groups where it is below</p> <p>Writing attainment for PP children needs to be a focus.</p>
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<p>Ensure consistency across the school in maths mastery approach in order to close gaps for disadvantaged pupils in KS1 and KS2.</p>	<p>To increase % disadvantaged pupils on track for maths will be in line with, or above, that of other pupils across school</p>	<p>End of year data: the progress of PP children is in line with or above in all but one year group. The attainment of PP pupils in line with or above their peers in 3 out of 6 year groups.</p> <p>KS1 PP maths results</p> <ul style="list-style-type: none"> The attainment of PP children was above their peers: At end of Y2, 100% PP pupils reached EXS in maths, compared to 80% of non PP pupils. This is above LA (61%) and national (62%). <p>KS2 PP maths results</p> <ul style="list-style-type: none"> The attainment of PP children was above their peers: 100% PP pupils reached EXS in maths, compared to 87% of non PP pupils. This is above LA (65%) and national. (67%) 	<ul style="list-style-type: none"> •
<p>Raise attainment and progress of disadvantaged children with SEND through thorough evaluation of the provision and impact of interventions</p>	<p>Specific intensive intervention will be in place for these pupils so that they make more rapid progress to narrow the difference between their attainment and that of 'other' pupils.</p>	<p><u>SEND PP</u> 5 PP pupils across the school have SEN. 100% are making good progress in reading and maths. 80% are making good progress in writing.</p>	<ul style="list-style-type: none"> • Evaluate effectiveness of SEN interventions in writing



<p>A higher number of disadvantaged pupils are supported at home and attend after school activities and curriculum enrichment events to further develop talents and aspirations.</p>	<p>F. More PP pupils will complete homework and home reading activities. Parents of PP pupils will attend all parent consultation meetings.</p> <p>G. More PP pupils will attend after school activities and enrichment events</p>	<ul style="list-style-type: none"> • Cover cost of educational visits throughout year £3,000 • Cover cost of free breakfast club place for all PP children £1,500 • Cover cost of one free club for every PP child £4,500 • Cover cost of free music lessons for PP children • 21 PP children took up the offer of a free place at Breakfast Club • 30 PP children took up the offer of one free after school club 	<ul style="list-style-type: none"> • Continue to provide Breakfast Club places and contact PP parents to reiterate availability of free places • Start to offer free school uniform and PE kit and ensure parents aware • Continue to develop the range of after school clubs available and ensure PP parents aware of access to free after school club place • Track PP parents' attendance at parents evenings • Track PP children's homework • Offer PP families free access to PTA events
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