

| 1. Summary information | | | | | |
|------------------------|-------------------------------------|----------------------------------|----------|------------------------------------------------|----------|
| School | Alderman Cogan's CE Primary Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £106,920 | Date of most recent PP Review | n/a |
| Total number of pupils | 426 | Number of pupils eligible for PP | 81 | Date for next internal review of this strategy | Apr 2018 |

2. Current attainment

| | <i>Pupils eligible for PP</i> | <i>England average for all children</i> |
|---------------------------------------------------------------------|-------------------------------|-----------------------------------------|
| % achieving a good level of development at the end of F2 | 67% | 71% (2016 data) |
| % achieving the required standard in the Y1 Phonics test | 67% | 81% (2016 data) |
| % achieving the expected level in reading in KS1 | 64% | 74% |
| % achieving the expected level in writing in KS1 | 46% | 65% |
| % achieving the expected level in maths in KS1 | 55% | 73% |
| % achieving the expected level in reading, writing and maths in KS1 | 36% | 60% |
| % achieving the expected level in reading, writing and maths in KS2 | 44% | 61% |
| % achieving the expected level in reading | 67% | 71% |
| % achieving the expected level in writing | 56% | 76% |
| % achieving the expected level in maths | 56% | 75% |
| % achieving the expected level in GPS | 67% | 77% |

3. Barriers to future attainment (for pupils eligible for PP)

| In-school barriers | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | Writing and communication skills are lower for pupils eligible for PP than for other pupils. This slows progress and has a negative impact on all areas of learning particularly in KS1 |
| B. | Pupils eligible for PP do not achieve attainment at greater depth at the same rate as other pupils |
| C. | There is a significant number of vulnerable children, dealing with mental health and attachment issues (many eligible for PP) who find it hard to learn using a conventional curriculum |

External barriers

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| D. | |
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4. Desired outcomes

| | Success criteria |
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| A. | Improve attainment in writing and maths for pupils eligible for PP in FS and KS1 |
| B. | Improve greater depth attainment for pupils eligible for PP, particularly in writing |
| C. | Improve learning outcomes for children with complex needs who are eligible for PP |
| D. | |

Pupils eligible for PP in FS and KS1 make rapid progress by the end of KS1 so that all pupils meet age related expectation

Pupils eligible for PP make rapid progress so that all pupils meet the minimum of age related expectations

Pupils eligible for PP who have complex needs make rapid progress against identified key outcomes.

5. Planned expenditure

Academic Year 2017 - 2018

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? |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------|
| Improve attainment in writing and maths for pupils eligible for PP in FS and KS1 | Embed the Read-Write Inc. programme for early literacy to F2 and KS1. | We want to invest some PP money in more resources and CPD to support the continued delivery of the Read-Write Inc. scheme for early literacy which will benefit all pupils. This structured approach is supported and partially funded by EEF and can be embedded across the school. New resources will include better home/school links for RWI for all children. | RWI scheme has been adopted via EEF. Use of training days to deliver high quality training to the whole staff On-going development days / mentorship of teachers and TAs throughout the implementation period and beyond | Reading Leader/s | On 6 weekly assessment plan for RWI Final review in July 2018 |
| Improve greater depth attainment for pupils eligible for PP, particularly in writing | Improvement of writing basics including spelling, handwriting and punctuation. | We want to invest some PP money in new resources and CPD to support the teaching of spelling and punctuation. The North East Primary Literacy Campaign recognises that through research that this challenge is difficult and there are no quick fixes but they do provide some guidelines for us to use when purchasing resources or CPD. | Resources and training for them to be cascaded out to all staff Use of training days to deliver high quality training for all staff. On-going monitoring of outcomes and targeted intervention for teachers and support staff. | Literacy Leaders | End of Cycle 2: End of Cycle 3: |
| Total budgeted cost | | | | | £8,000 |

| ii. Targeted support | | | | | |
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| 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? |
| Improve attainment in writing and maths for pupils eligible for PP in FS and KS1 | 1 to 1 and small group provision of RWI interventions | Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools | Organise timetable to ensure staff members developing provision have sufficient preparation and delivery time Consult RWI development partner to ensure quality provision | Reading Leader Intervention Leader | July 2018 |
| Improve greater depth attainment for pupils eligible for PP, particularly in writing | Twice weekly interventions in targeted writing skills and daily RWI 'Fresh start' programmes from well-trained TAs. Additional small group sessions delivered by highly trained TAs | We want to provide extra support to maintain high attainment in Reading and GPS and extend this to Maths and Writing. Specifically targeted, small group interventions with highly qualified staff have been shown to be effective, as seen in NFER research. | Extra teaching time and preparation time paid out of our PP budget Impact overseen by Maths, Reading and Intervention Leaders. Engage with parents and pupils before intervention begins to address any concerns and engage support for the additional sessions | Reading Leader Intervention Leader Maths Leader | July 2018 |
| Total budgeted cost | | | | | £79,420 |

| iii. Other approaches | | | | | |
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| 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? |
| Improve learning outcomes for children with complex needs who are eligible for PP | Provision for supporting complex needs in The Hub. Provision of an alternative curriculum in the Learning Pod. Additional advice and support offered to class teachers | We want to create a special space for children to access; a place where PSHE can be delivered as well as a place for children to talk to staff about problems to then enable them to focus in class. We want to provide extra support for children who fail to thrive in their base class because they have social and communication difficulties. Decisions regarding teaching strategies and therapeutic interventions are based upon what is known to be effective and for which there is an evidence base. We follow an adaptation of the framework set out by the National Autistic Society and supported by a variety of outside agencies, in order to support the needs of our pupils. | Monitoring/advice/support by Executive Head and MAT Behaviour & Wellbeing Lead LA/MAT monitoring and Special School outreach programme to offer advice and support | Head of School, Pastoral Lead, SLT SENCO | July 2018: End of Cycle 1 2017: End of Cycle 2 2018: End of Cycle 3 2018: |
| Total budgeted cost | | | | | 19,500 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2016-2017 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/ approach | Estimated impact | Lessons learned | Cost |
| Improve attainment in Reading and Writing for pupils eligible for PP in FS and KS1 | Introduce the Read-Write Inc. programme for early literacy to F2 and KS1. | Ongoing assessments show that the programme is very effective for the majority of children. | Further investigation into how to support children 'stuck' on a band needs carrying out to then be able to help these children move forward with their phonics and reading skills. | 27,500 |
| Improve attainment for pupils eligible for PP in KS2, particularly in Maths | Development of peer learning strategies and teaching for Mastery. | The focus on mastery has improved attainment in both arithmetic and reasoning skills in maths. Peer learning still needs to be taught and embedded all children are yet to see the potential impact. | Time needs to be taken to teach peer learning skills within different lessons. It needs to be revisited frequently to embed and become part of routine classroom behaviour. | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/ approach | Estimated impact | Lessons learned | Cost |
| Improve attainment in Reading and Writing for pupils eligible for PP in FS and KS1 | 1 to 1 and small group provision of RWI interventions | Ongoing assessments show that the programme is effective for the majority of children. Children who struggle do make progress, albeit slowly. | Further research needed into how to support children who struggle to retain letters and their sounds, so they can make rapid progress to catch-up with their peers. | 95,439 |
| Improve attainment for pupils eligible for PP in KS2, particularly in Maths | Twice weekly interventions in 'inference' and daily RWI 'Fresh start' programmes from well-trained TAs. Additional small group sessions for maths, delivered by highly trained TAs | This method of support works well and children make progress in areas taught in targeted groups. | Groups need to be regular and linked to in-class learning for the outcomes to be long-lasting and effective. | |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action/ approach | Estimated impact | Lessons learned | Cost |
| Improve attainment for lower attaining pupils, or those with social and communication difficulties in KS2, who are eligible for PP, particularly in Y6 | Provision of an alternative curriculum in the Learning Pod. | All children eligible for PP made progress against personal targets and some lower attaining children either achieved or came close to achieving ARE. Children with social and communication difficulties (PP) made significant progress, some achieving ARE and some attaining at | Providing an alternative curriculum meets the needs of children with specific barriers to learning. The approach and expertise of the learning pod staff now needs to be disseminated more widely around school. | £17,500 |