

1. Summary information					
School	Alderman Cogan's CE Primary Academy				
Academic Year	2019/20	Total PP budget	£89,760	Date of most recent PP Review	n/a
Total number of pupils	440	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Oct 2020

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

In-school barriers	
A.	Reading and phonics 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 social, emotional and mental health (including attachment issues) difficulties which then impact on their learning and occasionally their peers learning and may include meeting basic needs such as having breakfast and correct uniform.
External barriers	
D.	Attendance of a few families

3. Desired outcomes		Success criteria
A.	Improve attainment in phonics and reading for pupils eligible for PP in FS and KS1	Pupils eligible for PP in FS and KS1 make rapid progress by the end of KS1 so that all pupils meet age related expectations
B.	Improve greater depth attainment for pupils eligible for PP, particularly in reading	Pupils eligible for PP make rapid progress so that all pupils meet the minimum of age related expectations
C.	Improve learning outcomes for children with complex needs who are eligible for PP	Pupils eligible for PP who have complex needs make rapid progress against identified key outcomes
D.	Specific families are supported by the school to improve attendance	Discussion and support that brings about improved attendance

5. Planned expenditure

Academic Year	2019 - 2020
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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 reading and phonics for pupils eligible for PP in FS and KS1	Use 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.	Sessions will be modelled by Phonics leaders and monitored to ensure consistent, effective approach. Use of training days to deliver high quality training to the whole staff On-going development days / mentorship of teachers and TAs throughout the	Reading Leader/s	On 6 weekly assessment plan for RWI Final review in July 2020

			implementation period and beyond		
Improve greater depth attainment for pupils eligible for PP, particularly in reading	Improvement of reading decoding, fluency and comprehension at a higher level and across the curriculum	We want to invest some PP money in new resources and CPD to support the teaching of reading. 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. We will work with Just Imagine (Nikki Gamble) on Reading for Real sessions within school to develop new approaches to reading in whole class situations.	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:

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?
Improve attainment in reading and maths for pupils eligible for PP in FS and KS1	1 to 1 and small group provision of RWI interventions Lexia Core5	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. We use RWI or Lexia depending on the needs of the child	Organise timetable to ensure staff members developing provision have sufficient preparation and delivery time Consult RWI development partner to ensure quality provision	Reading Leader EYFS Leader	July 2020
Improve greater depth attainment for pupils eligible for PP, particularly in reading	Regular interventions in reading skills 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 extend this to other areas of the curriculum. 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 Reading Leaders. Engage with parents and pupils before intervention begins to address any concerns and engage support for the additional sessions	Reading Leader EYFS Leader	July 2020

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?
Improve learning outcomes for children with complex needs who are eligible for PP	Provision for supporting complex needs in The Lilac Room. Use of check-ins and ELSA to support children with SEMH Additional advice and support offered to class teachers by Pupil & Family Support Team	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 SEMH or other difficulties. Decisions regarding teaching strategies and interventions are based upon what is known to be effective and for which there is an evidence base. The Pupil & Family Support Team will be highly trained to support children and their families along with staff when needed.	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 2020: July 2020
Total budgeted cost					89,760