

## Ethos

Our key Christian values are Friendship, Perseverance, Thankfulness and Wisdom (PFTW).

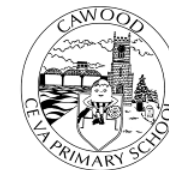
**Stepping forward together!**

### **Whole school Priority:**

**To reduce and overcome any barriers to learning.** To raise the attainment and progress of all children who are eligible for pupil premium. Every adult in the school is aware of the need to diminish the difference between children considered to be vulnerable and their peers.

Governors take an active role in discussing Pupil Premium priorities and are kept fully informed of the strategy, initiatives and the impact.

The Headteacher leads on Pupil Premium.



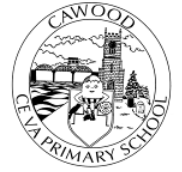
Stage 1:

**Identifying *who* the Pupil Premium children are; *where* they are in school and ensuring that staff working with the children are fully aware and focused on meeting their learning needs.**

Stage 2:

**Analysing data** and talking with staff, parents and children to identify:

- Where are the gaps?
- What are the barriers?
- Are there any whole school trends?
- Are there year group / subject specific?
- Are there any barriers/issues relating to a specific child?



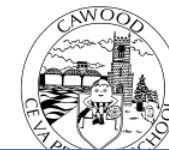
Stage 3:

**A focus on targeting money to raise attainment for individuals.**

What is the information telling us?

Where and how can we make a difference?

We monitor all our vulnerable or disadvantaged pupils carefully to ensure they are challenged, make at least as much progress as their peers, no one "coasts", and no one is left behind.



We focus on many different characteristics and areas, including:

- Gender
- EAL
- More able
- SEND
- Prior attainment
- Subject specific issues
- Areas within the subject
- Certain year groups
- Teaching CPD
- Accuracy of data and moderation
- Out of school issues
- Outside agency reports
- Behaviour
- Medical needs
- Attendance and punctuality



## Stage 4:

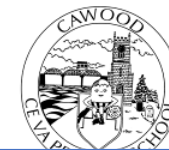
### Identifying and considering: **Identifying the needs of the individual**

- any quick fix solutions and interventions
- medium term planning - interventions
- longer term strategic



Should we only invest in short term or easily measurable initiatives such as data? NO!  
We consider the needs of the child and endeavour to put in place initiatives that will make a significant difference to a child's wellbeing and attitudes. This should also make a positive impact on outcomes, equipping our children with the values, choices and skills to have high aspirations and a desire to learn with the intent to increase their opportunities at school and further life chances. We will therefore plan themed project weeks such as anti- bullying, art weeks, RE, and sporting events. We will do all we can to raise the self-esteem of individuals in learning contexts in the classroom and the outside world such as sport, music, PSE and worship. We will incorporate, in our teaching, ways we can develop social skills, consideration of personal health and hygiene, social skills, conflict management and deeper thinking.

In 2018 – 2019 we will develop introduce and develop our understanding of metacognition (MC). We will also introduce the important values of Perseverance and Wisdom.



## Barriers and Challenges at Cawood C of E Primary

We regularly identify, monitor and assess the barriers that our disadvantaged children face to ensure our provision and interventions address these issues.

Some of our children arrive at school with **poor communication** as the biggest barrier. For many this barrier is linked to fluency. A significant number of our children also have communication barriers linked to **Speech and Language** issues and need to have early identification and support. For a very small minority of children, school is their first engagement with an educational setting. Some may not have experienced any pre-school groups or activities.

Our intake tends to fluctuate year on year and some of our children enter Nursery and Reception significantly below age related expectations in all areas. We have identified **their speech and language and limited experience of life outside their immediate locality** as having an impact on their ability to learn socialise and from the world around them. We plan our early year's provision to enable the children to play, talk, investigate and learn.

Some pupils don't believe that they can achieve something and may give up when something becomes difficult. Some children come into the school with gaps in their understanding and may need some extra help and support in their learning. Others barriers are that some pupils have limited exposure to positive role models; they may have limited resources at home with little or no access to books or the internet. Some pupils may have parents who do not wish to engage with the school with low priority placed on the acquisition of knowledge, skills and personal development. Some children have lower self-esteem and give up easily.



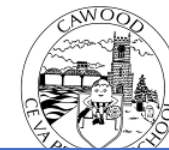
The strategies the school is developing to address the barriers are designed to support **all** children to achieve academically and develop emotionally to benefit from the opportunities provided for them.

Disadvantaged children are rigorously tracked by dedicated senior leaders above and beyond the pupil tracking system. We work tirelessly for the children to make at least as much progress as their peers and that any gaps identified are addressed and closed.

In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone's responsibility. All staff have high expectations of all children. We strongly believe that, with the right level of support (including providing opportunities to stretch and challenge) gaps can be closed and the progress and attainment bar raised for all pupils.

**Stepping forward together** promotes our belief that progress is important. Team work and inclusion are central to our school as we work hard for all children to achieve.





## **2018-19 ALLOCATION AND PLAN**

Allocation: children x £1,320 (or £1,900) = £21,481

### **What has our data shown us are our areas for development in 2018-19?**

Pupils have done less well in Maths. This is a continued area for school improvement and the Pupil Premium children are entitled to have extra support and tuition in this area of the curriculum. Further teacher training and CPD in having a master approach to teaching and also catering for individual needs. Teachers and support staff equipped to run intervention and support groups. One to one provision where this is needed. 5 minute boxes to support children in their fluency or understanding at a deeper level. We are looking at developing good learning behaviours and better self-regulation for some children who find it difficult to understand the process of learning and find it difficult to concentrate and latch on to the learning objective. We believe that developing our teaching through understanding more about meta cognition will help all children and especially our more vulnerable learners.

Phonics Screening – additional groups set up to ensure disadvantaged children make as much progress as others – 1:1 tuition to be put in place in Spring Term as necessary. Children are being closely monitored with a view to further funds being allocated.

Current data for all year groups has been scrutinised to identify in school gaps and interventions have been planned to close these gaps. These are monitored on a half termly basis.

Dedicated staff for sport and music to provide further lessons for the children to succeed and to learn to deal with disappointment. Children resilience and aspirations are heightened through engaging sports events and music events.

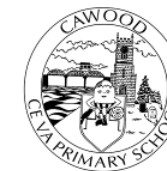


## 2018-19 Action Plan

### Whole School Actions:

- Continue to run intervention in Maths; success in maths; follow up 5 minute boxes; 1:1 support.
- Continue to allocate funding to 1:1 tuition for phonics and Read Write Inc.
- Continue to fund specialist Speech and Language therapy programme, including initial screening and use of trained Inclusion Team TAs to deliver programmes.
- Continue to subsidise trips and enrichment activities in line with evidence that involvement in the arts and outdoor adventure activities improves attainment and diminishes the difference between groups.
- Provide engaging learning opportunities in themed weeks and encourage parents to attend sessions in school
- Teachers to regularly review attainment and progress data with Assessment lead to continue to monitor any developing gaps and then work with Headteacher and AH to plan interventions
- Whole school CPD on Writing to develop the skills required for greater depth
- Further develop the role of the HSLW in supporting children who lack confidence and/or how signs of lacking resilience and the beginning of a low self-image, possibly leading to poor mental health and well being in later life.
- Help to finance the contract and partnership with Doncaster Rovers to deliver outstanding games and raise aspirations.
- Help to finance the music services to deliver outstanding music lessons, after school clubs and small group tuition.
- Allocate some funding to the resourcing of Maths No Problem.
- Respond proactively to the purchase of any computer equipment and programmes that is benefit learning.

Cawood Church of England Primary.  
Pupil Premium Strategy 2018 – 2019



**Expenditure of Pupil Premium funds in 2017 – 2018**

<b>Costed Plan for Pupil Premium Funding</b>			
		2016/2017	2017/2018
Pupil Premium Allocation	Provision	£15680	£21,480
		<b>Spending £</b>	
Small group tuition for Year 6	A		750
One to One tuition for Read Write Inc	A		1275
1st class@number Ks1 – maths follow up	A/B		2300
<a href="#">success@arithmetic</a>	B		900
Home School Link worker	D		2,350
General in class TA support (12 hours)	A/B		2100
Residential trip funded	C		1104
Club Doncaster transport and staffing costs	c		250
Specific in class TA support (20 hours)	A/B		4134
Social support group	OTHER		600
Additional individual support according to need	A/B		3524
Other personal provision	OTHER		910
Contribution towards instruments and music	OTHER		600
Contribution towards social games and the playground	OTHER		750

	<b>Provision</b>	<b>Target</b>
A	Additional Teaching Assistant hours to provide additional targeted support in Literacy (one to one, small group and in class)	To raise achievement and ensure good progress across the school through intervention programmes as identified in pupil progress meetings.
B	Additional Teaching Assistant Hours and Catch up Numeracy intervention groups	To close the gaps in numeracy across KS1 and KS2.
C	Subsidised places for Y5/6 residential and other resources.	To ensure access to enrichment experiences for all groups of pupils.
D	The Home School Link Worker role to provide support for individual pupils and their families.	To improve overall well-being and attendance; to support families at difficult times to ensure children remain settled in school; to support transition.

Cawood Church of England Primary.  
Pupil Premium Strategy 2018 – 2019



**Expenditure of Pupil Premium funds in 2018 – 2019**

<b>Costed Plan for Pupil Premium Funding</b>		2017/2018	2018/2019
Pupil Premium Allocation	Provision	£21,480	£21,109
		<b>Spending £</b>	
CPD staff development for Meta Cognition	Whole school training and Management time.	£1,500	
One to One tuition for supporting the development of early reading and writing skills	A	£2,290	
Individual and small group teaching - child centred teaching and learning developing confidence and resilience.	A/B	£3,650	
Home School Link worker	D	£4,223.25	
Emotional and well-being support (full time 1:1)	A/B (Individual child centred)	£10,000	
Residential trip funded	C	£1,120	
Specific TA support 1:1 50% TT (Y6)	A/B (Individual child centred support.)	£4,600	
Social support group 1:1 /group strategy	Resilience – emotional well being	£2,000	
Additional individual support according to need	A/B - 5 minute boxes - R/W/M support	£3,650	
Other provision/equipment	OTHER – engaging pupils interest	£1,000	
Sport and music (Club Doncaster/NYCC Music)	OTHER – Resources/transport/lessons	£1,000	

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The next review will be in March 2020.