

**Pupil Premium Strategy 2019 – 2020**

**Cottons Farm Primary Academy**

<b>Summary</b>	
Total number of pupils on roll	65
Total number of pupils eligible for PPG	117
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£86780</b>

<b>2018 KS2 Attainment &amp; Progress</b>		
	<b>Cottons Farm Primary Academy PP</b>	<b>National non-PP</b>
<b>% Achieving expected standard in Reading, Writing &amp; Maths</b>	40%	65%
<b>Reading Progress Score</b>	-5.34 (sig minus)	0.32
<b>Writing Progress Score</b>	-2.94 (average)	0.27
<b>Maths Progress Score</b>	-1.21 (average)	0.37

<b>2018 KS1 Attainment</b>		
	<b>Cottons Farm Primary Academy PP</b>	<b>National non-PP</b>
<b>Year 2</b>		
<b>% Achieving expected standard in Reading</b>	86%	78%
<b>% Achieving expected standard in Writing</b>	86%	73%
<b>% Achieving expected standard in Maths</b>	86%	79%
<b>Year 1</b>		
<b>% Passing the Phonics Screening</b>	67%	84%
<b>EYFS</b>		
<b>% Achieving a GLD</b>	56%	

Barriers to future progress and attainment for pupils entitled to pupil premium funding.	
Barrier to learning	Evidence for barrier
Pupils (particularly in Year 3, 4, 5 and 6) lack the basic Mathematical skills (a)	-Gap analysis from PUMA assessments  -% of pupils on-track in Maths in internal tracking data
Pupils enter school with below average skills in speaking and understanding (b)	-Pupils, on average, on entry are assessed with speaking development within the 16-26 months bracket.  -Pupils, on average, on entry are assessed with understanding development within the 22 – 36 months bracket.
Pupils do not have the literacy skills required to access & enjoy reading for pleasure (c)	-Reading age data collected from standardised assessments.
Pupils have gaps in key skills in all subjects put especially in Writing and Maths (d)	-Book looks in writing show skills from earlier year groups are not embedded and these are not always picked up over time.  -Puma assessment data, book looks and teacher surveys show key skills in Maths from earlier year groups are not effectively embedded.
Behaviours for learning and self-regulation resulting from social & emotional needs (e)	-Internal and external behaviour reviews
Life experiences of pupils & lack of cultural capital (f)	-Pupil voice on their experiences & informal questioning on topics covered
Attendance of pupil premium pupils (g)	-Last year attendance for whole school below national average & persistent absence for pupils entitled to pupil premium above national average

Planned Expenditure (two year)					
Action	Intended Outcome	Rationale for choice	Implementation	Staff Lead	Review (when & how)
<b>Barrier A</b>					
Introduce skills session to teach & recap key mathematical skills	Performance on BAM objectives as measured on insight & on PUMA improves	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report	-Inset to introduce the sessions -Follow up Staff meetings to embed change -Monitoring through open book looks and development days	-TS & KM	-Termly review of performance based on BAM objectives
Introduce 5-part lesson structure	% of pupils on-track in Maths to increase	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report	-Inset to introduce the 5-part model -Follow up staff meetings to embed change	-TS & KM	-Termly review of Maths data (% of pupils on-track in Maths)

			-Monitoring through open book looks and development days		
Embed use of Times Tables rockstars	% of pupils secure in times tables for their year group to increase	Effective use of Times Tables rockstars seen in other schools	-Re-introduce to teachers -Share with parents expectations around use at home -Class teachers to monitor each child's use	-TS & km	-PPM conversations and data used to monitor times table performance
Use BAM tasks to assess security of objectives taught.	Teachers have a firm basis for knowing how their pupils are doing against key objectives	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report.	-Introduce in staff INSET -Follow up with staff meeting to embed change -Use open book looks to check BAM tasks are being done	-TS & KM	-PPM conversations and data used to monitor times table performance
<b>Barrier B &amp; C</b>					
Continue rocket reader scheme to encourage pupils to read regularly at home.	% of pupils reading regularly at home to increase.	Evidence of use of scheme at previous school lead staff member has worked at.	-Introduce scheme to staff members. -Ensure resources for the scheme are handed out. -Monitor classes use of rocket reader scheme. -Incorporate rocket reader badges into celebration assembly.	TS	-1/2 termly to track reading in each class through collecting in and analysing whole class reading trackers.
Invest in high quality texts for reading for pleasure.	% of pupils reading regularly at home to increase  Pupil voice to report pupils enjoy selection of books available	Teresa Cremin Open University research & community of engaged readers	-Compile lists of books on a regular basis that need updating . -Source books from Amazon & Book people. -Launch new books in assemblies or through teacher recommendations.	CM	Pupil Survey once per term during reading development day
Ensure proper implementation of Accelerated Reader scheme.	Pupils reading ages on STAR assessments (higher % with chronological age and reading age inline)	Evidence of AR (when well implemented) at other schools.	-Designate TA (BD) to coordinate distribution of weekly AR reports.	CM	-Termly monitoring of STAR reading assessment data.

	Fewer pupils with low engagement and low quiz scores (assessed on weekly reports)		-Monitoring of AR time for pupils in year 2 and above. -Regular assessment of AR bookstock to ensure level and age appropriate reading material		
Ensure story time happens in every year group.	-Pupils to be exposed to high quality story time everyday	Teresa Cremin Open University research & community of engaged readers.	-Train staff on selection and reading of high-quality texts. -Monitor whether story time is happening on a regular basis	CM	-Learning walks during development days to assess impact and quality of story time.
Direct teaching of vocabulary across the school day.	-Pupils to know more words as assessed on vocabulary assessment.	Isabel Beck – Bringing words to life research  Alex Quigley – Closing the vocabulary Gap  Hart & Risley word gap research	-Staff training on the rationale behind direct vocabulary instruction -Vocab assessment to be used to identify pupils with largest vocab deficit. -Introduction of word webs to display new words -Use SEEC model in reading lessons to teach new words -Monitoring of word webs, SEEC model and revision of vocabulary through development days.	CM	-Results compared to benchmark of vocabulary assessment
Direct teaching of reading/ phonics for the first 40 minutes of each day.	-% of pupils on-track in reading increases.  -% of pupils passing Yr 1 phonics assessment increases.	Doug Lemov et al – Reading Reconsidered  KS1 Literacy Guidance report & EYFS Language guidance report highlighting the	-Implementation of T&L guides for reading and writing -RAP implemented for reading and phonics -Monitoring through development days and open book looks.	TS (reading) & HH (phonics)	-Review of data on PIRA, teacher assessment and phonics.  -Review of books to check for evidence of application of phonics knowledge

	-In Writing books, evidence of KS1 pupils applying phonics knowledge consistent with the stage of their learning	importance of systematic synthetic phonics			
Staff training on reading for pleasure to develop subject knowledge around books.	-Pupil voice on reading4pleasure to confirm change in pupil attitudes to enjoyment of reading	Teresa Cremin Open University research & community of engaged readers	-SLT to attend reading rocks and LAUK events -Ongoing training on for staff on R4P to they are kept on to date with most recent research	CM	Review of R4P attitudes in staff and pupils to assess impact of training (termly)
3 book themed off curriculum weeks per academic year.	-Pupil voice on reading4pleasure to confirm change in pupil attitudes to enjoyment of reading	Teresa Cremin Open University research & community of engaged readers	-Plan and publicise reading weeks in advance of happening. -Invite author in once per year.	CM/TS	Evaluation after each reading week to assess impact and success – has it changed attitudes?
Reading gladiator book club implemented for pupils already at expected standard in Year 6	-Increase in pupils achieving high score in KS2 reading assessment	Evidence of success of Reading Gladiator in Monty Primary Academy (as discussed in visit to school to speak with English lead)	-Appoint a leader of the club -Selection Yr 6 pupils for whom the club is most relevant -Run club on weekly basis	AH & KM	-Measure the mock and then final SATs performance of pupils who are subject to the group
Rhyme time to be held daily in EYFS	-% of pupils achieving expected in “communication & language” objectives to increase	Research from Wendy Wheldon where Rhyme Time has been successfully implemented at other schools	-Implement slot in the timetable each day -Wendy to monitor the running of the session and provide training as and when is needed.	WW	-Measure increases in communication and language objectives compared to benchmark
Talk boost intervention in KS1	-% of pupils improving based on benchmark compared to exit data for the scheme	Evidence of successful use of the scheme in other schools	-HH to take part in talk derby training and disseminate to colleagues in school -Allocate TA time to be trained up to use the resources and to undertake the intervention	HH	-SLT to evaluate the Talk Boost data

1:1 reading in KS1	-Reading fluency for all pupils (assessed by teacher hearing readers) to improve for pupils in Yr 1 and 2	KS1 Literacy Guidance Report	-TA and teacher time to be dedicated to hearing readers -Monitoring of reading diaries to assess undertaking of the 1:1 reading	HH	-PPMs used to discuss and assess reading fluency
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale for choice</b>	<b>Implementation</b>	<b>Staff Lead</b>	<b>Review (when &amp; how)</b>
<b>Barrier D</b>					
Embed whole class feedback strategy in Writing	Overtime pupils work improves (errors picked up on and addressed are not repeated)  Evidence of purple pen to correct errors and make extended improvements  % of pupils on-track in writing increases	Clare Sealy blog about the effectiveness of strategy in her school.	-Create policy outlining how whole class feedback is to work -Introduce the policy to teachers through INSET day -Monitor use of strategy in open book looks and development days	-CM & TS	In Development Days review how feedback is working in books  Review % of pupils on-track in writing
Embed whole class feedback strategy in Reading	Overtime pupils work improves (performance on key toolkits gets better)  Evidence of purple pen to correct errors and make improvements  % of pupils on-track in reading increases	Clare Sealy blog about the effectiveness of strategy in her school	-Create policy outlining how whole class feedback is to work -Introduce the policy to teachers through INSET day -Monitor use of strategy in open book looks and development days	-CM & TS	In Development Days review how feedback is working in books  Review % of pupils on-track in Reading
Embed re-teach, check and challenge feedback in Maths	% of pupils on-track in maths increases  Evidence of re-teach and check purple pen	Effective use of strategy in previous school	-Create policy outlining how whole class feedback is to work -Introduce the policy to teachers through INSET day	-KM & TS	In Development Days review how feedback is working in books  Review % of pupils on-track in Maths

			-Monitor use of strategy in open book looks and development days		
Ensure effective use of cold and hot tasks for assessment	-Units of work clearly build on performance in cold task.  -Hot tasks show progress within a unit (skills identified as needing teaching have been taught and used correctly in hot write).	T4W strategy developed by Pie Corbett	-Outline use in T4W Teaching & Learning guide. -Introduce in staff meeting. -Monitor through open book looks	-CM	-Use development days and open book looks to review on an at least termly basis.
Ensure effective use of standardised assessments to inform teaching	Tests being used as a tool for informing future teaching	Effective use of strategy in previous school	-Introduce at INSET day -Follow up in staff meeting	TS	-Use development days to check up on how well standardised assessments are being used
Effective use of BAM indicators and BAM assessments	Teachers have a firm basis for knowing how their pupils are doing against key objectives	Research by the GLOW Maths hub supported by KS2 Maths EEF Guidance report.	-Introduce in staff INSET -Follow up with staff meeting to embed change -Use open book looks to check BAM tasks are being done	TS & KM	-PPM conversations and data used to monitor times table performance
Use of start and end point assessment to measure impact of any interventions	SLT able to assess what interventions work for which pupils  SEND pupils to make progress on their PLPs	Effective use of strategy in previous school-	-SLT to discuss all interventions running and how to ensure assessment at start and end -TAs to be trained to run assessments -SLT to review data with regards to test performance	HH	-Review interventions at the end of each term in SLT
Effective use of AFL strategies in lessons to ensure support is given to pupils who need it &	In lessons all pupils to be supported appropriately based on assessment information	Effective use of strategy in previous school-	-Introduce in staff INSET -Follow up with staff meeting to embed change	TS	-Reviewed regularly in development days

challenge to those ready for it			-Use open book looks to check on how AFL is working -Learning walks to observe strategies in action		
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale for choice</b>	<b>Implementation</b>	<b>Staff Lead</b>	<b>Review (when &amp; how)</b>
<b>Barrier E</b>					
Re-drafting of behaviour policy	Behaviour good and incidents of poor behaviour are appropriately managed	Drafting based on EEF guidance report and Charlie Taylor checklist	-Share and discuss the research with colleagues -Evaluate the current behaviour policy -re-draft policy -Share with SLT and teachers -monitor the use of the policy	TS	-Use pupil and staff voice to evaluate perceptions around behaviour  -Monitor types of incidents and amounts of behaviour incidents on CPOMs
Implementation of soft landings in morning for vulnerable learners	Learners have calm start to the morning	Used effectively in previous year	-Identify who would benefit from soft landings -Decide on best "soft landing" for each individual child -Monitor impact on incidents in first hour of the day	HH	-Monitor types of incidents and amounts of behaviour incidents on CPOMs (for children with soft landings)
Friendship group at lunchtime	Learners are supported to avoid issues at lunchtime	Used effectively in previous year	-Identify children who would benefit from friendship group -Rota pupils for different days to ensure good mix of personalities -Monitor friendship group provision -Provide training for staff running sessions if required	HH	-Monitor types of incidents and amounts of behaviour incidents on CPOMs (for children in friendship group)



Breakfast club to continue free of charge	Learners have a calm start to the morning	One of EEF guidance reports recommendations	-Identify children who would benefit from free breakfast club -Review the provision currently on offer -Invest in staffing and equipment to ensure smooth running	HH	-For pupils attending due to behaviour concerns monitor behaviour incidents on CPOMs on a regular basis
Traffic light system to identify vulnerable pupils at risk of exclusion	Behaviour of pupils at risk of exclusion is successfully managed	Part of LA strategy to help the highest need pupils	-Identify pupils who are vulnerable to exclusion -Create wellbeing plan for everyone on red or amber -Share wellbeing plans with all parties -Monitor wellbeing plans on a regular basis	HH	-Monitor behaviour incidents for these pupils on CPOMs.  -Review plans on a half-termly basis
CARROT's reward system to be implemented	Pupils become more courteous and respectful around school	Used effectively in previous school	-Explain how carrots work to adults -Roll out to pupils in an assembly	TS	-Staff and pupil surveys about pupil behaviour around school
Buy in support from Educational Psychologist to support vulnerable learners	Pupils with particular needs are given expert support	Used effectively in previous year	-Identify 3 pupils most at need of support -Implement all recommendations -Monitor implementation	HH	-Monitor behaviour incidents for these pupils on CPOMs
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale for choice</b>	<b>Implementation</b>	<b>Staff Lead</b>	<b>Review (when &amp; how)</b>
<b>Barrier F</b>					
Subsidy of trips & experiences linked to class projects	Pupils from disadvantaged backgrounds to experience new things outside of their normal experiences	OfSTED research paper around the importance of cultural capital	-Medium term plans for each class to carefully plan trips and experiences	CM	Pupil voice on the impact of the trips and experiences they have
Subsidy of Year 6 annual residential trip	Pupils from disadvantaged backgrounds to experience new things	OfSTED research paper around the importance of cultural capital	-Medium term plans for each class to carefully plan trips and experiences	AH	Pupil voice on the impact of the trips and experiences they have

	outside of their normal experiences				
Implementation of cornerstones curriculum	All pupils to have good coverage of knowledge across the curriculum	<p>Mary Myatt “The Curriculum”</p> <p>EEF Guide report recommendation on Cognitive Load Theory</p> <p>OfSTED research paper around the importance of knowledge rich curriculums</p>	<p>-Long term plans for each year group to ensure good coverage of national curriculum knowledge</p> <p>-Use of new short-term planning tool informed by cornerstones resources</p> <p>-Twilight training for staff on theory behind new curriculum</p> <p>-Follow up staff meetings to embed key parts of the curriculum</p>	CM	Pupil voice following topics to assess how “sticky” the knowledge is
Embed British values, citizenship and diversity into the wider curriculum	Pupils to have an understanding of what British Values are in context	Effective use of this strategy in previous school	<p>Work with staff to unpick what the British Values are about.</p> <p>-Plan in British Values into the wider curriculum where links are meaningful and real.</p> <p>-Introduce Pride books for each class to capture key learning around British values, citizenship and diversity</p>	CM	Pupil voice to assess pupils understanding of British values
Implement the Harmony passport to provide for broader development of pupils.	Pupils exposed to a range of experiences as part of the curriculum	Effective use of strategy in other Harmony Trust schools in Oldham	<p>-Finalise the content of the passport.</p> <p>-Introduce into assembly.</p> <p>-Plan in meaningful links to the wider curriculum to incorporate the passport and link it to #discoverYOURincredible</p>	CM	Pupil voice to assess the impact of the passport experiences

Implement stand-alone RE lessons to ensure understanding and appreciation of diversity.	Pupils exposed to high quality RE lessons that help them appreciate and respect different religious viewpoints	Effective use of stand alone RE lessons in previous school	-Create long term plans based on national curriculum and needs of pupils at CFPA.  -Implement lessons and teaching & learning guide.	TS	Pupil voice to assess the knowledge retention from RE lessons
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale for choice</b>	<b>Implementation</b>	<b>Staff Lead</b>	<b>Review (when &amp; how)</b>
<b>Barrier G</b>					
Implement weekly attendance meeting with inclusion manager & principal	Vulnerable pupils with poor attendance are continuously tracked and their attendance improves	Effective use in previous school year	-Set times for the meetings -Record minutes and actions -Review meetings on a termly basis	KG	Attendance data of vulnerable pupils tracked
Introduce new attendance rewards	Pupils feel incentivised to come to school	Effective use in previous school	-Use school council to research what rewards incentivise pupils -Purchase & acquire the required rewards -Regularly refer to rewards in assemblies to ensure they are an incentive	KG	Attendance data of vulnerable pupils tracked
Buy in support from EWO to support pupils who are persistently absent	Pupils who are PA or at risk of PA are intervened with and their attendance improves	LA strategy to ensure effective escalation	-Identify referrals in weekly attendance meetings -Contact EWO in a timely fashion -Follow up referrals and ensure school supports all actions	KG	Attendance data of vulnerable pupils tracked
Rewrite attendance policy with new attendance escalation system	Policy is clear to parents and pupils and is consistently applied	Strategy recommended by Wendy Wheldon as used in previous school	-Research what is working and what could work to improve attendance -Re-write policy	TS	Attendance data of vulnerable pupils tracked

			<ul style="list-style-type: none"><li>-Re-draft based on feedback</li><li>-Implement policy and share with parents</li></ul>		
--	--	--	--	--	--