

# Pupil premium strategy statement – Cotherstone Primary School

1. Summary information					
<b>School</b>	Cotherstone Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£9240 allocated for 7 children	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	53	<b>Number of pupils eligible for PP Including service children</b>	Currently 8 2 service	<b>Date for next internal review of this strategy</b>	November 2020

2. Current attainment		
	<i>Pupils eligible for PP across all year groups</i>	<i>Pupils not eligible for PP cotherstone (3 yr. trend national average previous years figures at end of Y6)</i>
<b>% achieving in reading, writing and maths across all year groups</b>	55%	76% / national =64% (y6)
<b>% making progress in reading</b>	100%	84%
<b>% making progress in writing</b>	100%	84%
<b>% making progress in maths</b>	100%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	SEN – a significant number of these PP children have various and complex SEN needs which affects their ability to make sustained and meaningful progress Therefore, quality first teaching is not sufficient to close some gaps between PP and non- PP pupils within lesson time.
<b>B.</b>	Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.
<b>C.</b>	A wide range of social communication issues and the resulting barriers to learning for some disadvantaged pupils
<b>D.</b>	Social and communication issues leading to difficulties around inference and prediction affecting results in Reading and writing

4. Planned expenditure			
Academic year		2019/20	
Area for Development	Strategy	Cost	Impact (end of academic year)
<p>SEN – a significant number of these PP children have various and complex SEN needs which affects their ability to make sustained and meaningful progress</p> <p>Therefore, quality first teaching is not sufficient to close some gaps between PP and non- PP pupils within lesson time.</p>	<p>HLTA/TA to deliver small-scale interventions (withdrawing children if necessary) to allow them to catch up to their peers (or at least close the gaps).</p> <p>Small group interventions focused upon:</p> <ul style="list-style-type: none"> <li>• Phonics and spelling</li> <li>• Basic skills e.g. writing, reading and maths</li> <li>• Visual perception</li> <li>• Gross and fine motor skills etc</li> </ul>	<p><b>£6240</b> HLTA intervention</p> <p><b>£1500</b> TA Phonics and reading intervention</p>	<p>All PP pupils made accelerated progress up until March close</p>
<p>Curriculum enrichment opportunities and extended school activities.</p> <p>Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.</p>	<p>Disadvantaged children to have access to all learning opportunities.</p> <p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• Residential visits</li> <li>• School visits and visitors</li> <li>• Drama/art/music opportunities</li> <li>• After School Clubs/Breakfast clubs</li> </ul>	<p><b>£1500 allocated to asc and breakfast clubs</b></p>	<p>Children attended school who otherwise would have been late/ non attenders so improved punctuality, attendance and engagement until March end – residues to intervention provision</p>