**PUPIL PREMIUM CASE STUDY**

**2018**

|  |  |
| --- | --- |
| **Name of school:** Church Cowley St James C of E Primary School | **Pupil premium lead:** Kate Dew |
| **School context including numbers of pupils on roll who are identified as disadvantaged and their make-up eg FSM, service, PLAC and LAC**  **Overview**  Church Cowley St James Church of England Primary School is a large, inner city two form entry Primary school within the Oxford ring road. The school is full with 465 pupils and oversubscribed in Nursery and Reception, bucking the local trend in this age group (2017-18).  The school has a catchment area that spans South Cowley, Blackbird Leys, Littlemore and Rose Hill. These wards have one of the highest levels of deprivation in the country and with that several challenges that the school face. Approximately 25% of the children who come to school have Special Educational Needs (SEND), 45% speak English as an Additional Language (EAL); and on average 30% are disadvantaged and therefore claim for the Pupil Premium Grant (PPG), although in some year groups this can be as high as 50%.   |  |  |  | | --- | --- | --- | |  | **2017 - 2018** | **2018 – 2019** | | **Pupils on roll** | 463 | 465 | | **Total Pupils eligible for PPG** | 132 | 132 | | **Adopted from Care** | 3 | 3 | | **Looked After Children** | 1 | 3 | | **Service Children** | 1 | 3 | | **Total amount of PPG received** | **£176,860** | **£178,500** |   **School vision for Pupil Premium**  We have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference, and we are determined to ensure that our pupils are given every chance to realise their full potential.  We recognise that being in receipt of the Pupil Premium Grant is not in itself an indicator of educational underachievement. There may be a number of other families who are not in receipt of Pupil Premium but who also need support throughout the school.  We are all about opportunities…opportunities for new experiences, opportunities to get out outside your comfort zone, learn new things, discover new skills and be the very best that you can be. We extend those philosophies to ALL children and adults, regardless of: age, race, gender, socio-economic standing, or religion. | |
| **Outcomes EY, KS1, Phonics and KS2 (2017 – 2018). Differences between other year groups**  **Foundation Stage results: Percentage of pupils achieving Good Level of Development (GLD)**   |  |  |  | | --- | --- | --- | |  | ***School 2018*** | ***School 2017*** | | ***Disadvantaged pupils*** | 64% (11) | 100% (5) | | ***Non-disadvantaged pupils*** | 68% (47) | 67% (54) | | ***Whole cohort*** | 67% (58) | 69% (59) |   **Year 1 results: Percentage of pupils passing the phonics screening check**   |  |  |  | | --- | --- | --- | |  | ***School 2018*** | ***School 2017*** | | ***Disadvantaged pupils (7)*** | 71% (7) | 57% (14) | | ***Non-disadvantaged pupils (53)*** | 87% (53) | 83% (46) | | ***Whole cohort (60)*** | 85% (60) | 78% (60) |   **Key Stage 1 results 2018: Percentage achieving Expected Standard (EXP) and Greater Depth (GDS)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | ***Reading*** | | ***Writing*** | | ***Maths*** | | |  | ***EXP*** | ***GDS*** | ***EXP*** | ***GDS*** | ***EXP*** | ***GDS*** | | ***Disadvantaged pupils (15)*** | 40% | 0% | 33% | 0% | 40% | 0% | | ***Non-disadvantaged pupils (44)*** | 70% | 25% | 68% | 18% | 75% | 27% | | ***Whole cohort (59)*** | 63% | 19% | 59% | 14% | 66% | 20% |   **Key Stage 2 results 2018: Percentage achieving Expected Standard (EXP) and Greater Depth (GDS)**   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | ***Reading*** | | ***Writing*** | | ***Maths*** | | ***RWM Combined*** | | ***Spelling, punctuation & Grammar*** | | |  | ***EXP*** | ***GDS*** | ***EXP*** | ***GDS*** | ***EXP*** | ***GDS*** | ***EXP*** | ***GDS*** | ***EXP*** | ***GDS*** | | ***Disadvantaged pupils (26)*** | 85% | 31% | 73% | 23% | 77% | 27% | 85% | 31% | 69% | 12% | | ***Non-disadvant pupils (29)*** | 76% | 28% | 72% | 21% | 72% | 21% | 76% | 31% | 69% | 10% | | ***Whole cohort (55)*** | 80% | 29% | 73% | 22% | 75% | 25% | 80% | 31% | 69% | 11% |   **Key Stage 2 results 2018: Progress scores between Key Stage 1 and Key Stage 2**   |  |  |  |  | | --- | --- | --- | --- | |  | ***Reading*** | ***Writing*** | ***Maths*** | | ***Disadvantaged pupils (26)*** | +3.9 | +3.2 | +2.5 | | ***Whole cohort (55)*** | +3.4 | +2.4 | +2.8 | | |
| **School development priorities?**  Our funding priorities for the Pupil Premium Grant (PPG) include:   * Enabling children to access a wide, varied and rich **curriculum** in order to motivate and inspire children so that all pupils flourish academically. * Ensuring that all children have an individualised approach to **addressing barriers to learning**. This is to ensure they make progress in order for them to attain appropriately by the end of year 6, preparing them for secondary school and beyond * Increase the percentage of **good and outstanding teaching** throughout the school in order to impact on the above, focusing on high quality first teaching. * Providing **pastoral support**, including therapies, counselling and access to appropriate support from staff to ensure that pupils flourish emotionally and socially   Barriers/areas we are addressing for pupils entitled to the Pupil Premium Grant:   * Low levels of spoken language on entry to the school and throughout * Low educational aspirations * Lack of wider experiences * Attendance and engagement with learning * Emotional literacy and self-regulation | |
| **Key actions and strategies that have led to improved PP outcomes**  At CCSJ, we use a number of strategies to ensure that outcomes for all children (including those entitled to PPG) are maximised:  **Curriculum:**  We provide varied, rich and exciting wider opportunities for children, funded directly through PPG where appropriate. For example…   |  |  |  |  | | --- | --- | --- | --- | | Salsa/ Street Dance | Climbing Club (Oxford Brookes) | Living Rainforest Trip | Year 4 Hill End residential | | Guitar lessons | Netball Club | River and Rowing Museum Trip | Year 6 Land & Wave residential/day trip | | Ukulele Lessons | Young Voices (at the O2 arena) | Milton Keynes Snowdome trip | Oxford Academy Sports | | Djembe Drumming | On site Forest School/ allotment | Waterpark trip | Reward trips (discos, Costa, Pizza) |   **Addressing the barriers to learning:**  We rigorously track all of our pupils throughout the school, using our continuum data, assessment points and provision mapping…     * Use of (in-house) Continuum assessment data (a non-year group specific, sequential tracking tool for key skills from years 1 – 6). We measure individual attainment and progress to ensure those children who are less than expected begin to diminish the difference. * Pupil progress meetings 3x per year unpick children who are ‘stuck’ in making progress, challenge key staff in the school and discuss quality first teaching strategies for improvement. * Provision mapping for children ensures that children make accelerated progress and high-quality interventions are used * Year 6: Key assessment data (using scaled scores) to ensure children are on target to meet their predictor (as determined by prior attainment in year 2). * Key groups working with members of SLT in reading or maths to plug gaps in learning (years 2 and 6)   **Good and outstanding teaching:**  At CCSJ, we ensure that quality first teaching is our priority. This is through careful planning to children’s next steps and quality feedback to both pupils and adults to ensure best practice…   * Instructional feedback is in place for all members of teaching staff. This is where 10-15-minute lesson drop-ins occur and feedback is given to improve practice in one area * Staff charter to show what type of support each member of staff gets in order to improve quality first teaching (e.g. NQTs receive instructional feedback once per week; TAs receive instructional feedback twice per term, etc.) * SLT planning support each week during PPA time with key year groups * Groups of pupils are tracked and highlighted through planning formats (PPG named at the top of each plans, alongside data ranges using the continuum information * Coaching plans are in place for adults in the school who require additional support   **Pastoral Support:**  At CCSJ we believe that pupils need social, emotional and mental health support in order to access learning barriers. We therefore use a large proportion of our PPG expenditure to ensure that children receive quality pastoral care…   * 2x Home School Link Workers that provide key learning mentor sessions weekly for vulnerable families/pupils * Key staff mentors for pupils across the school * Art Room therapy (small group) * Lego Therapy (small group work) * Protective Behaviours (small group work) * Drama therapy (1:1 sessions through Clear Sky) * Parenting programme (Playful Parents, through Clear Sky) * Use of Educational Psychology and Language and Communication Advisory Teachers to support barriers to learning | |
| **What next?**  Our priorities for 2018 – 2019 pupil premium expenditure include:   * Focus on EYFS and KS1 in order to diminish the difference quicker in pupils’ school career * Speech and language support in EYFS/KS1 through targeted intervention work * Forest school development, particularly for EYFS/KS1 pupils to enrich experience and develop language * Further develop key intervention work in KS1 in Literacy (such as FFT reading programme) and maths to diminish the difference * Continue to track individuals carefully and tailor individualised provision across the school (both academically and pastorally) * Embed additional support from SENSS and assistant Educational Psychologist to develop emotional literacy and resilience | |