

Pupil premium strategy statement: Cockermouth School

1. Summary information					
School	Cockermouth School				
Academic Year	2016/17	Catch up	£16,500		
Total number of students under KS2 100 in English and/or maths	72			Date for next review of this strategy	July 2017

2. Current attainment of low ability in English and maths

Key Stage 2 Data

Below 100 for GPVS	Below 100 for Reading	Below 100 for Maths	Below 100 for GPVS & Maths	Below 100 for Reading & Maths
56	46	53	37	31
Below 95 for GPVS	Below 95 for Reading	Below 95 for Maths	Below 95 for GPVS & Maths	Below 95 for Reading & Maths
18	21	24	11	10
Below 90 for GPVS	Below 90 for Reading	Below 90 for Maths	Below 90 for GPVS & Maths	Below 90 for Reading & Maths
5	12	12	2	6
Below 85 for GPVS	Below 85 for Reading	Below 85 for Maths	Below 85 for GPVS & Maths	Below 85 for Reading & Maths
0	4	4	0	2
B for GPVS	B for Reading	B for Maths	B for GPVS & Maths	B for Reading and Maths
7	7	6	6	5

5 students with no result for GPVS
 4 students with no result for Reading
 6 students with no result for Maths

Barriers to future attainment for low ability students in English	
In-school barriers	
	Weak literacy
	Weak spelling
Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Reading comprehension strategies	Additional progress in Reading above chronological progress
Spelling Strategies	Additional progress in spelling age above chronological progress.

Barriers to future attainment for low ability students in maths	
In-school barriers	
	Weak numeracy skills
Outcomes	

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Pupils gain necessary numerical skills to confidently access the secondary curriculum	Students no longer need support through withdrawal from lessons
	Students match / exceed progress made by others in the year group.

Catch up English strategy					
Academic year		2016/17		Number of Students 56	
Desired outcome(s) impacted	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?	Approximate cost
	Literacy Withdrawal support	Students will struggle with learning a foreign language and are withdrawn to	Staff conducting the withdrawal will periodically test students and be supported by the Head of Learning Support Mr Morley.	Mr Morley. Review Summer 2017	£4000
	Spelling Withdrawal support	Students withdrawn on a weekly basis for spelling support. To improve	Staff conducting the withdrawal will periodically test students and be supported by the Head of Learning Support Mr Morley.	Mr Morley. Review Summer 2017	£2000
	Paired reading	Students reading out-loud to a partner from the sixth form will have their reading corrected and become more fluent.	Progress through accelerated reader also in reading age tests.	Mr Morley. Review Summer 2017	nil
	Thrass phonics	Students will improve understanding of how words are constructed	Delivered by Mrs Williams and other trained staff.	Mrs K Williams. Review implementation summer 2017	£6000
	Accelerated Reader	Internal review of the impact of Accelerated Reader over the last two years has shown accelerated progress in reading age and increased engagement from lower ability and reluctant readers	TLR3 is provided to a member of the English department to manage the programme and track progress of the students 60 minutes curriculum time is given to AR and Year 7 have dedicated AR time once per week during morning registration. Each group of students is monitored by their English Teacher	Mrs K Williams – September 2017	£8000
Total budgeted cost					£20000

Catch up maths strategy					
Academic year		2016/17		Number of Students 53	
Desired outcome(s) impacted	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?	Approximate cost
Students confidence and knowledge improves	Withdrawal from foreign language lessons	Students can get regular practice at the skills they need to develop.	Supervision of attendance and progress supervised by Head of Learning support	GM	£4000
Student confidence and knowledge improves. Students are ready for new topics as they start.	Small group sessions	With short regular sessions, specific skills can be developed for the individuals and pre-teaching before the topic is covered in lessons will assist giving students a good start. Supported by specifically prepared materials.	1 session of 30 minutes per week of targeted intervention with a specialist Maths teacher. AB/ JB will visit sessions. Periodic testing. Students will stop needing additional intervention and so stop coming out of other lessons.	AB	£6000
Students confidence and knowledge improves	In class support. TA working with those students in the class who need additional support/ TA supports others in the class whilst teaching staff supports a particular student.	Not all students need lots of support to make progress. Occasional additional interventions from the class teacher and TA in the room will help to close any minor gaps.	Test scores, from end of unit tests. Consideration of progress during lessons and homework through looking at students exercise books.	AB	Variable depending on the number of TAs used to support maths lessons
Total budgeted cost					£10000