

Pupil premium strategy

1. Summary information					
School	Coton in the Elms Primary School				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review	12.2.19
Total number of pupils	116	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 19
		Number of pupils eligible for PP & on SEND register	4		
		Number of pupils eligible for PP			

2. Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils PP (national average)</i>
% achieving expected standard or above in 2018 reading, writing & maths	0 (0/2 pupils)	52% (64%)
% achieving expected standard in 2018 Reading	0 (0/2 pupils)	70% (75%)
% achieving expected standard in 2018 Writing	0 (0/2 pupils)	65% (78%)
% achieving expected standard in 2018 Maths	0 (0/2 pupils)	60% (76%)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	There is an overlap between the pupil premium children and our SEND children
B.	Poor oral and written language skills
External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
C.	Limited support from home with the curriculum, home-learning and basic literacy and numeracy
D.	Low aspirations in the home environment with a lack of positive role models
E.	Punctuality to school in the morning

F.	Parent literacy skills	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Of the 15 pupils who qualify for Pupil Premium, 8 pupils are on our provision map as receiving additional support for SEND at present. A co-ordinated programme of interventions need to be carried out as a way of collecting data which clearly shows progress for PP/SEND children, even if these pupils don't reach ARE for their year group. Measured by: Standardised scores in R,M and Spelling, reading and Maths Age, outcome scores on the provision map	100% improve their standardised score in PIRA and PUMA tests from September – July and date shows it is closer to 100. Reading, spelling and Maths Age data shows that these pupils are closer to their chronological age than at the start of the academic year. Outcomes on provision map are favourable
B.	11/15 have poor vocabulary and find verbal communication difficult at times. Many require support through a range of interventions. Interventions need to show that this difficulty is being successfully addressed. Measured by: Talk Boost intervention shows significant gains, provision map data on Literacy and Numeracy Impact sheet shows gains every term	Literacy based interventions show impact on the provision map Talk Boost intervention data shows gains, Termly assessment data shows that PP children are improving their nearness to the expected standard in writing
C.	Pupil Premium children very rarely have a representative at school parent workshops and their home-learning is rarely completed each week. More opportunities for parents to learn alongside their child at school need to be provided in and out of school time, increasing their confidence in working alongside. More opportunities for 'Pupil Premium families' to access the internet so they can learn or have approaches modelled to support their children, additional use of technology to share teaching approaches between school and home	Signing in book shows all Pupil Premium children have a representative for at least 1 Learning Lens session/parent workshop over the year, Parent questionnaires from PP families, comment favourably on their knowledge of how to support their child at home

D.	Pupil Premium children require support to ascertain what they wish to achieve in the future and what they might do as a profession. Some lack knowledge of different careers/academic opportunities which they could aspire to. A strategy for developing pupils' understanding and exposure of this needs to be co-ordinated across the school and be integral in the school calendar	Pupil questionnaires from a planned World of Work Week show that PP children know what they'd like to do in the future, Parent questionnaires and the Signing In book shows that PP families are engaged as part of this week
E.	A number of PP children are persistently late to school in the morning. A number of strategies need to be deployed to support families first thing in a morning and also encourage the children to help themselves and be motivated to get to school	Signing in register shows the PP children late arriving is diminishing

5. Review of expenditure

Previous Academic Year	2017-18			
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Purchasing of Guided Reading materials for	Improve comprehension skills across the school	Data for reading shows that attainment for all pupils is up and a greater proportion achieved ARE in 2018 KS2 SATS – 70% and	As a result, teachers have increased resources to develop this area of pupils' learning	£2418
Re-banding and purchasing of new independent reading titles	Improve comprehension skills across the school	In each year group a greater proportion are on track to achieve the expected standard in reading Y2 – 94%, Y3 – 82%, Y4 – 94%, Y5 – 90% & Y6 – 67%	A greater choice of books are available for the children to choose from and they are being given books which are more akin to their potential level	£1342

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Deploying staff hours in school to deliver programmes of intervention for selected pupils	Develop a co-ordinate programme of interventions for PP/SEND pupils which demonstrates progress	The new provision map highlights the impact of our intervention programmes and this is measured by engagement levels alongside reading and number age testing. Boxall profiles continue to show good evidence of impact with emotional and behavioural targeted support.	As a result of our targeted support for pupils who are falling behind and 'disadvantaged' the attainment gap for some is narrowing. In order to continue this narrowing of the gap, more support is required for parents and families so the hard work of school staff is followed up in the home environment.	£20754
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

6. Planned expenditure (£24060)

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review	Impact to date
Provide regular opportunities for parents and children to work together in school, under the guidance of the class teacher	More opportunities for parents to learn alongside their child at school need to be provided in and out of school time	<p>Parents require more guidance on how to support their child with the curriculum</p> <p>Parents need to develop the confidence to seek support from school and break down any personal barriers and negative associations with school from their own experiences</p>	<p>Attendance register completed for workshops</p> <p>Time will be set aside for class teachers to plan this in line with the areas of development in individual classes</p> <p>Questionnaire for parents – capturing usefulness</p>	HT, SL and then Class Teacher	<p>Attendance reviewed after every session</p> <p>Pupil progress meetings will discuss home-support, make sure the attendance of parents at these sessions is discussed</p>	<p>July 2019: 1 Pupil Premium child in last year's Y6. A parent representative attended the Prepare Aware Sessions for KS2 SATS and also the 3 Learning Lens sessions on the curriculum. This 1 child went on to achieve the expected standard in R,W, and M. Previously, this child was not on track to do this at the end of Y5.</p> <p>All Pupil Premium children (except the 4 pertaining to one specific family had a representative at least one parent-pupil session throughout the year</p> <p><u>Non PP Children:</u> Overwhelmingly positive feedback from all parents who attended. See Parent Voice File. Attendance as follows: Online Safety (25.3.19) – 27 parents (2 PP), Learning Lens Reading (w/c 6.3.19) – 46 parents (3 PP), Y6 SATS Prepare Aware Workshop (28.1.19) - 8 parents (2PP), Learning Lens Maths (w/c 20.11.19) – 57 parents (2 PP), Back to School Parent Phonics (14 parents), SEND Update for parents (15.10.19) – 4 parents (2 PP)</p>

Homework Club set up in school	Support children who don't have support from home, to complete home-learning tasks	Children who don't have a home-adult who is able to support them require the additional time to work on basic reading and maths skills	Any child who hasn't done home-learning will be referred to Homework Club, Homework completion is monitored every Monday and points awarded to children	Class Teachers	Home-learning will be reviewed weekly	<p>July 2019: 5 Pupil Premium Children (from 2 families) regularly attend Homework club led by HT to complete tasks – this includes reading and spelling support being provided during sessions</p> <p><u>Non PP Children:</u> Increase in the number of children completing home-learning tasks at home. On average, 8 pupils attend home-learning club each week as a result of being referred by the class teacher</p>
Hold a World of Work Week for children & families	Develop aspirations for children and signpost towards other agencies	Broaden the opportunities presented to children so they think beyond the home-learning environment for which they are accustomed.	<p>Inspirational speakers and male and female role models who challenge stereotypes.</p> <p>Involve parents</p>	Link Governor, HT	Feedback on questionnaire, Discussions with children by Link Governor	<p>Autumn 2019: Governor Link Visit review from 21/11/19 shows that 75% of PP children can name an area that they wish to pursue as a potential job in the future, following last year's theme event. This demonstrate long term legacy for the project</p>
Total budgeted cost					£1000	

ii. Targeted support

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review	Impact to date
<p>Deploying staff hours in school to deliver programmes of intervention for selected pupils</p>	<p>Develop a co-ordinate programme of interventions for PP/SEND pupils which demonstrates progress</p>	<p>Whole school assessment system is linked to ARE and some PP children are working well-below their year group for the curriculum. Need a more measured approach to monitor progress for these pupils</p>	<p>Assessment Calendar which outlines regular data collection each term - Reading/Number age testing across the school each term, engagement measure added to provision map, standardised scores collected for R,W,M</p>	<p>HT and Class Teachers</p>	<p>Interventions review every term and pupil progress discussed at the end of each whole term with the HT</p>	<p>July 18: new Intervention Support Records, grading impact from A-E, show show that the vast majority of intervention programmes delivered IN 2018-19 to PP children had impact: Y1 – 1 PP Child, 2 interventions with an impact score of C or more Y2 – 1 PP Child, 4 interventions with an impact score of C or more Y3 – 1 PP child, 4 interventions with an impact score of C or more Y4 – 2 PP children – 6 with an impact score of C or more Y5 – 2 PP children – 10 with an impact score of C or more Y6 – 2 PP children – 3 with an impact score of C or more</p> <p>Of the 9 PP children receiving SEND interventions the following improvements to standardised scores were made (diminishing the difference): In Reading - 7 children increased their standardised score and diminished the difference throughout the year In Maths – 5 children increased their standardised score and diminished the difference throughout the year</p>

<p>Access external consultant support to assess SEND pupils and collect data, advise staff on interventions and develop provision mapping</p>	<p>Develop a co-ordinate programme of interventions for PP/SEND pupils which demonstrates progress</p>	<p>HT is currently carrying out the role of SENCO, in addition to his other duties. External support gives an additional perspective and ensures that regular specialist support is at hand for pupils and staff</p>	<p>Action Plan in place</p>	<p>HT & SH</p>	<p>Ongoing review of Action Plan</p>	<p>July 2019: The Action plan shows that the following changes to our SEND Provision were made:</p> <ul style="list-style-type: none"> • Introduction standardised scores for reading and maths – PIRA and Puma testing each term • New Pupil Learning Passports • Impact and Outcome measures were added to the Provision Map to show impact of all sessions • New Targeted Support Records were completed for all interventions, with sessions being evaluated.
<p>Involve PP families in World of Work Week/Jobs Fair/CV writing</p>	<p>Develop aspirations for children and signpost towards other agencies</p>	<p>Broaden the opportunities presented to children so they think beyond the home-learning environment for which they are accustomed.</p>	<p>Signpost event for parents of children who are classed as Pupil Premium – invites to them</p>	<p>Link Governor, HT</p>	<p>Feedback on questionnaire, Discussions with children by Link Governor</p>	<p>July 2019 - Attendance at parent sessions was low for children in receipt of Pupil Premium - they didn't have a representative at the sessions on CV Writing or how to set up a business</p> <p>Governor Link Visit review from 21/11/19 shows that 75% of PP children can name an area that they wish to pursue as a potential job in the future, following last year's theme event. This demonstrates long term impact of the project</p>
<p>Appointment of a school librarian on a temporary basis</p>	<p>Promote reading for pleasure in school</p>	<p>Children to foster a love of reading and develop an enthusiasm for non-fiction books in addition to the fiction titles which are chosen from for regular home-reading</p>	<p>Timetabled slot for each class each week</p>	<p>SL</p>	<p>Termly discussions with librarian and the children</p>	<p>July 2019: 7 Pupil Premium children increased their standardised score from Sept to July in Reading and diminished the difference between their peers</p> <p>ALPS data shows that 8 Pupil Premium Children had achieved the 'expected reading standard for their year group by the end of the 2018-19</p> <p>2 PP children in Y6 (out of 3) achieved the expected standard in Y6 SATS</p>

Total budgeted cost	Action 1 - £20754 Action 2 - £2000 Action 3 - £700
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iii. Other approaches

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review	

Total budgeted cost	
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7. Additional detail

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