

Pupil Premium Strategy 2019-20

1. Summary information					
School	Coton in the Elms Primary School				
Academic Year	2019-20	Total PP budget		Date of most recent PP Review	21.11.19
Total number of pupils	124	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Spring 20
		Number of pupils eligible for PP & on SEND register	2		
		Number of pupils eligible for PP & receiving intervention	4		

2. Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving expected standard or above in 2019 reading, writing & maths	100% (1 Pupil)	47% (65%)
% achieving expected standard in 2019 Reading	100% (1 Pupil)	80% (73%)
% achieving expected standard in 2019 Writing	100%(1 Pupil)	67% (78%)
% achieving expected standard in 2019 Maths	100% (1 Pupil)	73% (79%)

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, including spelling and grammar
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.	Adult Literacy Skills
F.	There is an overlap between the pupil premium and our families from the traveller community.
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
Success criteria	
A.	<p>Of the 14 pupils who qualify for Pupil Premium, 6 pupils are on our Provision Map (8 if you count previous provision in another academic year) as receiving additional support and intervention. Of the 14 Pupil Premium pupils, 2 children are on the SEND register 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 Pira & Puma scores in R,M and Spelling, reading and Maths Age, outcome scores on the provision map</p>
	<p>Over 80% of Pupil Premium children improve on their Pira and Puma age standardised score each term</p> <p>Over 80% of pupils improve on their reading and Maths age from Autumn to the Summer. Over 60% are either achieving or narrowing the gap between their score and the expected standardised score of 100</p> <p>Provision map shows that interventions are successful - the outcome score is above 'c' for 100% of interventions involving Pupil Premium children</p>
B.	<p>Of the 14 pupils who qualify for Pupil Premium, 8 children had a standardised score below 100 for spelling at the start of the Autumn term. 9 children struggled with writing and orally expressing their ideas and are not on track to achieve the end of key stage standard in writing. Quantity of written work is sparse for most children and much support is needed to scaffold the writing process.</p>
	<p>Spelling/phonic based interventions for PP children show impact on the provision map - the outcome score is above 'c' for 100% of interventions involving pp children</p> <p>10/14 PP children achieve the expected standard for their age in writing</p> <p>Spelling age standardised scores show improvement for 80% of PP children</p>

<p>C.</p>	<p>Professional observations, knowledge and discussions show that most Pupil Premium children very rarely have a representative at school parent workshops and their home-learning is rarely completed each week. Some failed to attend parents evening. 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.</p>	<p>Homework logs show that the number of PP children doing their homework at home for a consistent period, of at least 6 weeks in a row, is at 80% by the end of the year</p> <p>75% of PP child has had a home representative attend at least three parent sessions pertaining to their child and the curriculum (Learning Lens, Prepare Aware sessions, Welcome to meeting, Fly on the Wall) in addition to parents' evening</p>
<p>D.</p>	<p>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</p>	<p>Pupil questionnaires from a planned World of Work Week and Pupil Premium Link Governor discussions with children show that over 70% of PP children know what job they'd like to do in the future, they can articulate why and they know what skills are needed</p> <p>Parent questionnaires and the Signing In book shows that PP families are engaged as part of this week</p>
<p>E.</p>	<p>A number of PP families find supporting their child with basic literacy skills a challenge. Few hold a secure knowledge of written and spoken grammar conventions taught in the curriculum and they hold a limited vocabulary to support their child's journey in writing at school. Most PP children achieve poorly in grammar and find using standard verbal English a challenge.</p>	<p>Everybody Writes Day is attended by at least 90% of PP families</p> <p>Speech and Language related interventions for PP children show improvement each term</p>

5. Review of expenditure

Previous Academic Year		2018-19		
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
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>1 Pupil Premium child in last year's Y6 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. A parent representative attended the Prepare Aware Sessions for KS2 SATS and also the Learning Lens sessions on the curriculum</p> <p>All PP children (except the 4 pertaining to one specific family) had a representative at least one parent-pupil session</p> <p><u>All children:</u> Attendance at last year's parent workshops was 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>	<p>PP children from one family, pertaining to one specific 'vulnerable' group didn't have any representative at any of the sessions – do we need to amend the time of the sessions so they are not first thing in a morning? Do we need to involve the children in the sessions more? External support for school regarding how best to engage them as there are this year 5 children from this family!</p> <p>3 x Learning Lens, 1 KS1 Prepare Aware & 1 KS2 Prepare Aware throughout year – Overwhelmingly positive feedback and an increase in support pupils are receiving from home</p> <p>Last year's external data shows that standards are rising and the expectations on parents, communicated by the school, to support their child and have oversight, is increasing</p>	£200 for resourc

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
Hold a World of Work Week for children & families	Develop aspirations for children and signpost towards other agencies	<p><u>All children:</u> Pupil Voice collected on their event was overwhelmingly positive</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 showing long lasting impact</p>	Some parent related sessions for World of Work Week involving CV writing, setting up a business and letter applications were not attended. Need to include a Jobs Fayre type event in future and a celebration exhibition in the evening to entice PP families to take part.	£400
Homework Club set up in school	Support children who don't have support from home, to complete home-learning tasks	<p>Homework was completed by all PP children throughout the year – 5 PP children regularly attended</p> <p><u>All children:</u> increased numbers of children who are completing home-learning tasks at home</p>	<p>Some children in receipt of PP, relied on the homework club to complete tasks on a regular basis – it was the same children who were attending each week and not doing it at home – as a result not all tasks were completed weekly</p> <p>Weekly register needs to be taken this year so that tasks completed can be monitored as some children failed to do English based tasks at home, preferring to do quick Maths tasks</p>	TA X 30 mins per week

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	<p>Intervention Support Records and the Provision Map show that the following interventions secure good gains:</p> <ul style="list-style-type: none"> • One to One spelling support • Regular reading and comprehension • Talk Boost <p>New Intervention Support Records, grading impact from A-E, show that 29 interventions involving PP children last school year had an impact score above grade C</p>	<p>Some intervention programmes such as Positive Play don't always show the fine impact required and careful consideration for who is delivering this needs to be taken – matching the pupil to the most suitable adult</p> <p>Some PP pupils receiving intervention support don't always enjoy their sessions - A thorough review of intervention programmes available for use needs to be considered this year by the new SENCO and new programmes sought</p>	£20754
Access external consultant support to assess SEND pupils and collect data, advise staff on interventions and develop provision mapping	Develop a co-ordinate programme of interventions for PP/SEND pupils which demonstrates progress	A new Provision Map with a range of impact measures was established. A range of data collection is taking place to show progress – standardised scores. An action plan was set up and SEND pupils received a tailored Pupil Learning Passport	<p>Due to staff disruption, some impact measures were not as accurate, standardised tests need to be administered in the same way and the new SENCO needs to give greater oversight of this</p> <p>Further support is needed to ensure that staff receive support when target setting for SEND pupils on passports (SEND Surgeries?)</p>	£2000

Appointment of a school librarian on a temporary basis	Promote reading for pleasure in school	<p>All children had a timetabled slot throughout the year</p> <p>KS2 SATS results show 80% of children achieved the expected standard and result at KS1 were above national. 73% achieved GLD and the school achieved in line with national for the Y1 phonics check.</p> <p>1 PP child achieved the expected standard in Y6 Reading, previously not on track for this in Year 5</p> <p>ALPS data from Summer 2019 shows that that 8 Pupil Premium Children had achieved the 'expected' reading standard for their year group by the end of the 2018-19</p> <p>7 Pupil Premium children increased their standardised score from Sept to July in Reading and diminished the difference between their peers</p>	<p>.Parents were positive that their children were having a book for pleasure. Parents liked that there was another book for their child to read – if they had finished reading their allocated class reading book.</p> <p>Not all PP Children met the 'Expected Standard' due to the overlap with SEND. Paired reading across the school between classes and peer modelling may increase reading standards further – it may support SEND pupils to diminished the difference</p>	£2000
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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 £26,700

Academic year

2019-20

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 rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ordering of Spelling recording and checking books for weekly use: Look say , cover, write, check <u>Cost:</u> £97.80	Consistent approach to the teaching and testing of spelling. Clear expectations for parents and children	Spelling is an area where our children don't perform as well – Standardised spelling scores for each child show that a development need	Monitoring by English Subject Leader Regular spelling standardised scores collected throughout the year	JS (LS in her absence)	Termly data collection for standardised scores Pupil Progress Meetings
Homework Club set up in school (1/2 hour weekly) <u>Cost:</u> £320 for the year	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 Friday – register taken	FT (TA)	Termly at Pupil Premium Link Governor meetings – attendance of PP and Non PP + activities which are completed - Home-learning reviewed weekly

Paired Reading every Friday morning in school between classes	Less able readers to be supported by more-able readers and peer modelling to take place	Our school ethos is firmly in place, involving younger children being supported by the older children. More needs to be done to ensure that less-able readers, can work on specific gaps and diminish the difference between their peers. Peer modelling will help.	Pupil Voice captured by English Subject Leader, Staff voice taken into consideration. HT to listen to readers on a regular basis	All staff , HT	Termly at Pupil Premium Link Governor meeting.
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Total budgeted cost £417.80

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deploying staff hours in school to deliver intervention for pupils and support learning in English/Phonics lessons <u>Cost:</u> £22,600	Develop a co-ordinate programme of interventions for PP/SEND pupils & tailored English learning support	Some PP children are working well-below their year group for the curriculum. Overlap with SEND pupils Spelling, reading and writing standards for PP children as a whole are lower than non PP children – fewer of them meet expected standard in yr group	Assessment Calendar which outlines regular data collection each term – Age standardised scores collected each term for R,M and Spelling, outcome measure added to provision map. Termly Pupil Progress Meetings to capture impact	TAs under guidance from SENCO	Pupil Premium Link Governor visit each term, SEND Link Governor Visits, Pupil Progress Meetings - Interventions reviewed every term on Provision using outcome measure, standardised scores

<p>Half-termly external consultant support to assess SEND pupils and collect data, advise staff on interventions and develop provision mapping</p> <p><u>Cost: £2,100</u></p>	<p>Develop a co-ordinate programme of interventions for PP/SEND pupils which demonstrates progress</p>	<p>New SENCO appointed from Sept 2019 - external support gives an additional perspective and ensures that regular specialist support is at hand for the newly appointed member of staff.</p>	<p>Action Plan in place – review at Governor Committee meetings</p>	<p>SENCO & SH</p>	<p>Ongoing review of Action Plan</p> <p>SEND Governor Link Visits</p> <p>SENCO monitoring of Provision map and interventions each term</p>
<p>Traveller Awareness training for all staff</p> <p><u>Cost: £300</u></p>	<p>Support on how best to engage these families in their child's educational journey</p>	<p>36% of children in receipt of Pupil Premium are from the traveller community. These families take a different view on schooling</p>	<p>School Improvement Calendar scheduling</p>	<p>HT</p>	<p>Pupil Premium Link Governor visit each term</p> <p>Staff Voice – CPD questionnaire and evaluation</p>

<p>Word Wasp Intervention package and Hornet Intervention resources</p> <p>Cost: £212.50</p>	<p>Develop the programme of support for PP children who struggle with phonics and spelling</p>	<p>Basic spelling is an area of focus for children who are in receipt of Pupil Premium. Overlap of SEND also</p>	<p>Termly monitoring if impact on the provision map</p> <p>SENCO to monitor the delivery of intervention programmes</p>	<p>SENCO</p>	<p>Pupil Premium Link Governor visit each term</p> <p>SEND Link Governor visits</p> <p>Provision Map is filled in each term with impact</p>
<p>Involve the Pupil Premium children in the planning of Work Week 2020 for children & families</p> <p><u>Cost:</u> £800 for materials + £140 staffing</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>Inspirational speakers and male and female role models who challenge stereotypes.</p> <p>Involve parents and children in receipt of Pupil Premium in the discussions before and after</p>	<p>Link Governor, HT</p>	<p>Pupil Voice feedback after the event and Wider Curriculum Link Governor Visit in the Spring</p> <p>Attendance register of sessions involving parents – including parents of PP Children</p>
Total budgeted cost					26152.50
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide regular opportunities for parents and children to work together in school,	More opportunities for parents to learn alongside their child at school	Parents require more guidance on how to support their child with the curriculum Parents need to develop the	Attendance register completed for workshops Time will be set aside for class teachers to plan this in	HT, SL and then Class Teacher	Attendance reviewed after every session Pupil progress meetings will discuss home-
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Termly Review of attendance and punctuality and badges & certificates awarded for the 100% attendance and on time arrival combined Cost: £71.69	Attendance rates of Pupil Premium children and SEND pupils in particular is closer to the non-pupil premium and SEND figures	Absence rates show that Pupil Premium and SEND pupil attendance is lower than Non-Pupil Premium pupils	Termly focus		Termly Governor Committee meetings Termly attendance assemblies

Total budgeted cost £71.69

7. Additional detail

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