

# **Coleham Primary School**



## **Pupil Premium Strategy**

**2019/20**

**Strategy date: September 2019**

**Review date: July 2020**

<b>1. Summary Information</b>	
Name of Pupil Premium Coordinator	Claire Jones
Number pupils at Coleham Primary School	420
Number of Ever 6 Free School Meal (FSM) pupils	59
Number of pupils with Service Premium	2
Number of PP plus pupils (LAC & post LAC)	7
Total amount of PP funding	£100,050
Name of virtual head teacher	Rose Hooper
Date of most recent PP review	September 2019
Date for next internal review of this strategy	January 2020

<b>2. Current Attainment (Key Stage 2 Year 6 SATs scores)</b>		
	Pupils eligible for PP (Coleham Primary School)	Pupils not eligible for PP (national average – <b>2018</b> )
% achieving expected standard or above in reading, English & maths	67%	70%
Progress score in reading*/ % attaining EXS+ in reading	+1.0/67%	+0.31/80%
Progress score in writing*/ %attaining EXS+ in writing	+1.2/83%	+0.24/83%
Progress score in maths*/attaining EXS+ in maths	-0.2/83%	+0.31/81%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers (issues to be addressed in school)</b>	
A.	Issues relating to parental engagement in school and learning, which has a negative impact on progress and attainment made by some PP pupils.
B.	Issues relating to behaviour and to social, emotional, mental health of some of our PP children.
C.	Special educational needs and low ability of many of our PP children
<b>External barriers (issues which also require action outside school)</b>	
D.	Low attendance rates of some PP children

<b>4. Desired outcomes and how they will be measured</b>	
A.	The difference between the PP and non-PP pupils in Reading, Writing and Maths to continue to diminish across school. This will be measured via whole school attainment data using our internal tracking system.
B.	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. This will be measured via whole school attainment data using our internal tracking system.
C.	Improved attainment and progress rates of PP pupils involved in intervention relating to their behaviour and to their social, emotional, mental health. The outcome of this will be measured via the PASS survey.
D.	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.

<b>5. Planned Expenditure</b>					
Academic Year	2019/20				
The three headings below enable Coleham Primary School to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>a) Quality teaching will be provided to all pupils in school by teachers and support staff to ensure that the progress and attainment of PP/LAC/post-LAC pupils is in line with non-PP pupils and that progress rates in Reading, Writing and Maths are sustained across school for PP pupils.</b>					
Desired outcome	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?

<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils and providing this group with better life chances. Particular focus on diminishing the gap between PP and non-PP for current Y4 and 6 PP pupils and also on diminishing the gap in Y1, 2, 5 for Writing.</p>	<p>Raise the expectations of <b>all</b> PP/LAC/post LAC pupils across school by raising their end of year targets.</p> <p>Present high expectations to all PP pupils in all lessons.</p> <p>This will become a focus in termly progress meetings. If PP pupils are not on track to achieve targets, immediate extra interventions will be provided and individuals will be monitored closely by phase leaders.</p>	<p>National data for KS 3/4/5 shows that the gap increases significantly. This has a detrimental impact on the life chances of this group.</p>	<p>Data to be tracked using Insight and discussed at half-termly progress meeting with phase leaders and in SLT meetings. Children who are not on track will receive immediate extra input and they will be closely monitored.</p> <p>Details regarding interventions and their impact will be recorded on our Costed Provision Maps, which are analysed by the SLT every term.</p>	<p>Claire Jones Tom Larkham</p>	<p>End of Autumn term.</p>
<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p> <p><i>Feedback (+8 months – EEF Toolkit)</i></p>	<p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>• Feedback – a new feedback policy will be introduced and training provided to staff to ensure that the feedback provided to all pupils is instant and effective.</li> <li>• Mastery Learning – this will be introduced across school via lead teachers and will have an impact on attainment and progress in maths.</li> <li>• Pre teaching – to continue</li> </ul>	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by <b>all</b> children.</p> <p>Evidence and feedback from local outstanding schools, who have implemented the mastery teaching approach, has been very positive. Collaboration with local good and outstanding schools has also contributed towards our new feedback policy, the</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Feedback provided.</p> <p>Baseline assessments will take place and assessments at the end of interventions and at the end of the term to measure impact.</p> <p>Termly progress meetings led by phase leaders with a strong focus on raising the attainment of any children whose progress and</p>	<p>Claire Jones Tom Larkham Phase leaders</p>	<p>End of Autumn term.</p>

<p><i>Mastery Learning (+5 months – EEF Toolkit)</i></p> <p><i>One to one Tuition (+5 months – EEF Toolkit)</i></p>	<ul style="list-style-type: none"> <li>On the day interventions – to continue.</li> </ul> <p>Staff training via HT/DHT will be provided to all staff regarding the above teaching strategies.</p>	<p>impact of which we will monitor throughout the year.</p>	<p>attainment is not at the expected level.</p> <p>CPMs will be monitored termly by phase leaders.</p> <p>High quality training will be provided to all staff regarding effective feedback and the mastery approach.</p>		
<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p> <p><i>1-1 Tuition (+5 months – EEF Toolkit)</i></p> <p><i>Small group tuition (+4 months – EEF Toolkit)</i></p> <p><i>Reading comp strategies (+6 months)</i></p>	<p>Provide 1-1 regular support to PP/LAC/post LAC pupils (via pre teaching and on the day interventions) to ensure that they have a head start at the beginning of lessons and to ensure that they receive extra support if they have not attained the LO in lessons.</p> <p>Ensure that this support is provided either by the class teacher or class TA in order to ensure that PP pupils have the best chance.</p> <p>Continue to teach reading comprehension to all pupils on a daily basis in small groups of 15 pupils.</p>	<p>EEF Toolkit and research shows that these approaches will make positive differences to the attainment and progress made by <b>all</b> children.</p> <p>2019 reading data for Y6 and whole school was much stronger than last year due to our new reading system.</p> <p>Evidence from our Year 6 cohort in 2019 demonstrated that the PP pupils, who received 1-1 and small group support from their teachers, made strong progress and so this is a strategy we have adopted across school.</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Feedback provided.</p> <p>Termly progress meetings to analyse class data and scrutiny of Provision Maps to ensure that individual PP pupils are on track to achieve their targets by the end of the year.</p>	<p>Claire Jones</p> <p>Maria Stennett</p> <p>Pamela Field</p> <p>Tricia Storey</p>	<p>End of Autumn term.</p>
<b>Target budgeted cost</b>					<b>£6,000</b>

b) Targeted support will be provided to many of our PP/LAC/post-LAC children in a very personalised way. Some children will benefit from one to one tuition, some from extra boosters sessions and some from after school tuition. These groups will be based on ongoing assessment data and will be very fluid; we will regularly “tweak” the groups.					
Desired outcome	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?
<p>PP (including LAC) pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p><i>One to one tuition +5 months (EEF Toolkit)</i></p> <p><i>Small group tuition +4 months (EEF Toolkit)</i></p> <p><i>Extending school time +2 months (EEF Toolkit)</i></p> <p><i>Early Years interventions (+5 months – EEF Toolkit)</i></p>	<ul style="list-style-type: none"> <li>• One to one tuition</li> <li>• Extra group work with teachers or TAs</li> <li>• After school tuition with teachers for Y6 pupils</li> <li>• Regular progress meetings led by phase leaders to ensure all PP are provided with the individualised support that they need to make the necessary progress.</li> <li>• Further develop and run Early Years interventions</li> <li>• Oral language interventions to run in KS 1 and EYFS</li> <li>• Extra small group support will be provided to all Rec and Year 1 pupils in phonics</li> <li>• Daily reading sessions in small groups for all pupils across school.</li> <li>• Shared reading intervention groups to be run for any</li> </ul>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>Year 6 SATs data has shown that one to one short sessions and small group sessions have a very positive impact on attainment and progress. (See review, below). These will, therefore, be continued in 2019-20.</p> <p>In 2019, 78% of PP pupils in Year 1 passed the phonics test, demonstrating that our use of small group phonics booster sessions has a positive impact on attainment.</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Monitoring of PP teacher and TA intervention groups too by SLT and TA leader. Feedback provided.</p> <p>Baseline assessments will take place and assessments at the end of interventions and at the end of the term to measure impact.</p> <p>Termly progress meetings led by phase leaders with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p> <p>PP teachers will have regular meetings with PP leader to</p>	<p>Claire Jones</p> <p>Phase leaders</p> <p>Pamela Field</p> <p>Tricia Storey</p>	<p>End of Autumn term.</p>

<p><i>Oral language interventions (+5 months – EEF Toolkit)</i></p> <p><i>Phonics (+4 months – EEF Toolkit)</i></p> <p><i>Reading comp strategies (+6 months – EEF Toolkit)</i></p>	<p>pupils who are falling behind ARE in reading.</p>	<p>Attainment and progress of PP pupils in reading increased significantly this year in Year 6 due to the use of small reading comprehension groups. These groups run across school and will be continued in 2018-19.</p>	<p>discuss impact of groups and analyse data.</p> <p>Monitoring of interventions via HILTA and SENDCO.</p>		
<p>Children experiencing barriers to learning will be identified (via PASS survey, spence anxiety scale, teacher feedback and pupils own views) and will work alongside our learning mentors who will aim to remove these barriers to learning.</p> <p><i>Outdoor adventure learning +4 months (EEF Toolkit)</i></p> <p><i>Social and Emotional learning +4 months (EEF Toolkit)</i></p>	<ul style="list-style-type: none"> <li>• One to one work with learning mentors.</li> <li>• Continue John Muir Award for some KS2 PP pupils to build their confidence, social and emotional skills and develop their creative writing skills.</li> <li>• Social and Emotional intervention groups with our Learning Mentors (including behaviour intervention groups).</li> <li>• Lunchtime support to be provided by learning mentors for vulnerable pupils who need support. Playground friends/mentor system will operate for this group of children so that they feel supported at school.</li> </ul>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>In addition, 2018-19 PASS survey results demonstrate that following social, emotional and behaviour interventions and interventions such as the John Muir Award (outdoor learning) pupil’s attitudes to learning change and improve.</p> <p>63% of the children identified as having low satisfaction with their school experience in the 2018 survey, scored as</p>	<p>PCT to be monitored (including some intervention groups) by SLT.</p> <p>Children who were highlighted on our PASS survey last year as exhibiting barriers to learning will have intervention work with our learning mentors and will be re tested to monitor how well the work is coming along.</p> <p>Various questionnaires will be completed by pupils taking part in PCT interventions to demonstrate the impact of the interventions.</p>	<p>Kate Nash</p> <p>Claire Jones</p> <p>Tom Larkham</p>	<p>End of Autumn term.</p>

<p><i>Behaviour interventions +3 months (EEF Toolkit)</i></p>		<p>having moderate to high satisfaction in 2019 survey.</p> <p>100% of children who took part in self-esteem intervention had increased feelings of self-worth at the end of the intervention.</p> <p>100% of the children who took part in No Worries intervention had a reduced level of anxiety at the end of the intervention.</p>			
<p>LAC/post-LAC pupils to be offered 1-1 and/or small group sessions from our Pastoral Care Team to remove barriers to learning.</p> <p><i>Behaviour interventions +3 months (EEF Toolkit)</i></p> <p><i>Social and Emotional learning +4 months (EEF Toolkit)</i></p>	<ul style="list-style-type: none"> <li>LAC/post LAC pupils will be provided with personalised support from our Pastoral Care Team, as and when required.</li> <li>Intervention groups such as, No worries (TaMHS) to run (for upper KS 2 pupils).</li> <li>Self-esteem intervention to run (for lower KS 2 and KS 1 pupils) and to include members of this group, where appropriate.</li> </ul>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>The DFE Green paper: “Transforming children and young people’s mental health provision” (2017) stated that schools should adequately support pupil’s mental health to ensure they achieve their full potential. We are committed to this at CPS and will launch mindfulness in all year groups this year. Well-being</p>	<p>PCT to be monitored (including some intervention groups) by SLT.</p> <p>Various questionnaires will be completed by pupils taking part in PCT interventions to demonstrate the impact of the interventions.</p>	<p>Kate Nash</p> <p>Claire Jones</p> <p>Tom Larkham</p>	<p>End of Autumn term.</p>

		days will also run across school.			
<p>PP Parents will engage positively with the school and will be able to support their children at home with their learning.</p> <p><i>Parental engagement +3 months (EEF Toolkit)</i></p>	<ul style="list-style-type: none"> <li>• Parental Engagement project to run once again across school after the positive impact last year. Support will be provided to individual PP parents to provide them with support regarding supporting learning at home.</li> <li>• We will run open classroom events every term to informally invite the parents into school to chat about their child and to gain practical ideas about how to support their child's learning at home.</li> <li>• Our Parent Support Advisor will run parenting classes in the Spring term, inviting all parents to attend.</li> <li>• Autumn term curriculum evening to provide parents with the necessary curriculum information.</li> <li>• Informal coffee mornings and informal exhibitions of children's work.</li> </ul>	<p>Many local schools have carried out the project and the results from our own project last year were very positive. In addition, the EEF Toolkit states that Parental Engagement increases the attainment and progress rates of PP pupils.</p> <p>All parents who have taken part in Shropshire Parenting classes have provided excellent feedback and very often become more engaged in school life. Our PCT leader has therefore trained as a Parental Guidance leader and will deliver the training on site to interested parents.</p> <p>Parent events have had an impact in the past and are well supported by our parents and well received.</p>	<p>Parent surveys are part of the Parental Engagement project and will allow us to analyse the impact of the project.</p> <p>Annual Parental surveys take place in the spring term and will allow us to analyse the impact of the support provided to parents.</p> <p>Parental feedback will be analysed after the open events.</p> <p>Feedback from parents who take part in the Parenting courses will be sought.</p>	<p>Claire Jones</p> <p>Kate Nash</p> <p>Tom Larkham</p> <p>Phase leaders</p>	<p>End of Autumn term.</p>
			<b>Target budgeted cost</b>	<b>£108,214</b>	
<b>c) Other approaches</b>					

Many other approaches are used to ensure that our PP children achieve well and make good progress while they are with us. Here are some of the approaches we use:

- Approaches to support good attendance in PP pupils
- Pay for outside agencies to work with PP children such as The Woodland Trust to run the John Muir Award.
- Pay for all PP and FSM pupils to take part in an extra-curricular club termly.

Desired outcome	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?
<p>All children who take these opportunities will be able to experience new learning and new hobbies/activities. This builds children's confidence and allows them to try new things and broaden their horizons – all important life skills to prepare them for secondary school and life beyond.</p> <p><i>Outdoor adventure learning +4 months (EEF Toolkit)</i></p> <p><i>Sports Participation +2 months (EEF Toolkit)</i></p>	<p>All FSM pupils to go on residential trips free of charge. All PP pupils to receive 50% remission for residential trips.</p> <p>All PP pupils will receive a free place at one of our externally run clubs and one of our internally run clubs.</p> <p>Much time and effort from class teachers and admin staff will be given to ensure that the majority of PP/LAC/post-LAC children sign up to at least 1 club per term.</p> <p>Forest school club to be continued with priority for PP/LAC/post-LAC children.</p>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils. We have used our PP money in this way for a number of years and have seen the positive impact it has on children in terms of their confidence and self-esteem, as measured using the PASS survey and also the positive impact it makes to the progress made in the classroom by the children involved.</p> <p>The Forest School Club introduced in 2019 has made a real difference to PP pupils, engaging them in extra-curricular activities, some for</p>	<p>We discuss this individually with all parents of PP/LAC/post-LAC to encourage the children to take part and we offer the places to these children first and class teachers speak individually to all PP parents to ensure membership to clubs.</p> <p>Our School Business Manager monitors all clubs in school and we ask parents to feedback to us during parental forums and in our annual survey.</p>	<p>Claire Jones</p> <p>Tracy Othen.</p>	<p>End of Autumn term.</p>

	A focus in school to provide careers/enterprise events for <u>all</u> pupils.	<p>the first time and providing them with new outdoor experiences and problem solving with their peers, increasing their social connections in school, self-esteem and resilience.</p> <p>To provide experiences for our PP children to learn about careers and professions, inspiring and motivating them from an early age.</p>	Our School Business Manager will monitor its impact and ask for feedback from teachers and parents.		
<p>Providing our children with excellent and stimulating resources is of paramount importance and enhances teaching and allows them to make very good progress.</p> <p><i>Digital Technology +4 months (EEF Toolkit)</i></p>	<p>A range of resources are paid for using the PP funding (e.g. ICT equipment including iPads etc)</p> <p>A strategy to engage children in reading for pleasure, correlating to wider attainment and progress, is to replace all of the fiction and non-fiction books throughout school with quality, relevant and appealing reading materials.</p>	<p>If our children have access to great technological resources they will be interested and engaged. If our children are enjoying learning, they will make much better progress. The EEF research also echoes this stance. If our PP children have access to quality literature and love to read they will develop their knowledge, empathy and understanding of the world around them and their self-confidence for learning which may successfully impact on attainment and progress.</p>	The use of these resources are monitored closely by the PP leader and SLT.	<p>Claire Jones</p> <p>Tracy Othen</p>	End of Autumn term.

<p>PP pupils will all attend school regularly and the gap between PP and non-PP pupil's attendance will have diminished to less than 2%.</p>	<p>Attendance assemblies highlighting the importance of good attendance and punctuality. Attendance to be discussed at half termly Parental Engagement meetings and Parents' Evening.</p> <p>HT to investigate which individuals this relates to and target individual parents via phone calls home/letters, where necessary.</p> <p>PCT to target individual pupils and their parents providing individualised support, where necessary.</p> <p>EWO involvement for some of these children, whose attendance goes below the threshold.</p> <p>Continuation of attendance cup every week and raise profile of this.</p>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Overall attendance at CPS is very high (above 96%), however there remains a gap between PP and non-PP attendance and this is an area to continue to work on.</p>	<p>HT works closely with EWO to ensure that attendance of all groups is high. Data will be monitored every half term and any pupils "at risk" of low attendance will be monitored very closely and support provided if needed to ensure that attendance improves.</p>	<p>Claire Jones  Tom Larkham</p>	<p>End of Autumn term.</p>
<b>Target budgeted cost</b>					<b>£15,500</b>
<b>Grand total budgeted cost</b>					<b>£129,714</b>
<b>Surplus</b>					<b>£19,664</b>

<b>6. Review of Expenditure</b>	
Academic Year	2018/19
Total PP Budget	

**a) Quality teaching will be provided to all pupils in school by teachers and support staff to ensure that the progress and attainment of PP/LAC/post-LAC pupils is in line with non-PP pupils and that progress rates in Reading and Writing improve for PP pupils across school.**

Desired Outcome	Chosen action/approach	Impact	Lessons Learnt																																																
Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.	<p>Raise the expectations of <b>all</b> PP/LAC/post LAC pupils across school by raising their end of year targets.</p> <p>Present high expectations to all PP pupils in all lessons.</p> <p>This will become a focus in termly progress meetings. If PP pupils are not on track to achieve targets, immediate extra interventions will be provided and individuals will be monitored closely by phase leaders.</p>	<p>In Y6, progress has increased in Reading and Writing for PP pupils and remained the same in Maths. The gap in attainment between PP and non-PP in Writing and Maths has remained low for EXS. The % of PP pupils attaining GD has increased in all subjects though the gap has not reduced due to increase in GD attained across the year group in all subjects.</p> <p>Overall, progress rates across school for PP pupils are much higher than in 2018. In Maths and Writing, the gap in attainment has reduced in 3 out of 6 year groups and in Reading in 4 out of 6 year groups.</p> <p><b>Reading</b>  <i>National 2018 PP KS2: EXS 83%, GD 24%</i>  <i>National 2018 NON-PP KS2: EXS 83%, GD 33%</i></p> <table border="1"> <thead> <tr> <th>Year Grp</th> <th>No of PP Pupils</th> <th>% PP ARE+ (GD)</th> <th>% non-PP ARE+ (GD)</th> <th>% PP Exp progress</th> <th>% non-PP Exp progress</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>4</td> <td>80 (20)</td> <td>79 (35)</td> <td>100</td> <td>66</td> </tr> <tr> <td>Y1</td> <td>9</td> <td>78 (22)</td> <td>86 (27)</td> <td>89</td> <td>84</td> </tr> <tr> <td>Y2</td> <td>5</td> <td>80 (40)</td> <td>89 (27)</td> <td>100</td> <td>92</td> </tr> <tr> <td>Y3</td> <td>11</td> <td>63 (18)</td> <td>86 (28)</td> <td>92</td> <td>90</td> </tr> <tr> <td>Y4</td> <td>12</td> <td>83 (25)</td> <td>86 (46)</td> <td>100</td> <td>88</td> </tr> <tr> <td>Y5</td> <td>12</td> <td>67 (17)</td> <td>90 (33)</td> <td>92</td> <td>88</td> </tr> <tr> <td>Y6</td> <td>12</td> <td>67 (25)</td> <td>92 (49)</td> <td>100 (7)</td> <td>93 (9)</td> </tr> </tbody> </table> <p><b>Writing</b>  <i>National 2018 PP KS2: EXS 83%, GD 24%</i>  <i>National 2018 NON-PP KS2: EXS 83%, GD 24%</i></p>	Year Grp	No of PP Pupils	% PP ARE+ (GD)	% non-PP ARE+ (GD)	% PP Exp progress	% non-PP Exp progress	Rec	4	80 (20)	79 (35)	100	66	Y1	9	78 (22)	86 (27)	89	84	Y2	5	80 (40)	89 (27)	100	92	Y3	11	63 (18)	86 (28)	92	90	Y4	12	83 (25)	86 (46)	100	88	Y5	12	67 (17)	90 (33)	92	88	Y6	12	67 (25)	92 (49)	100 (7)	93 (9)	<p>Raising expectations for all PP pupils has had a positive impact across school with progress increasing significantly and the gap decreasing in many year groups. More focused work is needed in Years 4 and 6 to reduce the gap further and we will continue to increase the expectation for PP pupils across school.</p> <p>Focused support from our PP HILTA will continue. Careful analysis of data will be completed to ensure that her support is targeted in the right places with the children who need her support the most.</p> <p>The small tuition sessions which ran for our Year 6 children were valuable and, given that progress and attainment scores for PP pupils in reading, writing and maths have remained high</p>
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<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p>	<p>Develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Feedback</li> <li>• Individualised Instruction</li> </ul>	<p>Please see above for a summary of attainment and progress made by PP pupils across school.</p> <p>Mastery learning has been introduced in some year groups and has had some impact on our maths progress data. Collaborative learning and mixed ability pairings have also worked successfully in all classes with GD pupils supporting many of our lower attaining PP pupils.</p>	<p>Introduce Mastery Maths in all year groups, providing training to staff.</p> <p>Launch new feedback policy and provide CPD to staff. We envisage this will have a great impact on all pupils as</p>																																																																																																

<p><i>Collaborative Learning (+5 months – EEF Tkit)</i></p> <p><i>Feedback (+8 months – EEF Toolkit)</i></p> <p><i>Individualised Instruction (+3 months – EEF Toolkit)</i></p> <p><i>Mastery Learning (+5 months – EEF Toolkit)</i></p> <p><i>Peer Tutoring (+5 months – EEF Toolkit)</i></p>	<ul style="list-style-type: none"> <li>• Mastery Learning</li> <li>• Peer Tutoring</li> <li>• Pre teaching</li> <li>• On the day interventions</li> </ul> <p>Staff training via HT and an external consultant will be provided to all staff and governors regarding the above teaching strategies.</p> <p>2 teachers are beginning the maths mastery programme this year and will roll this out to the rest of the team.</p>	<p>After extensive reading CPD, reading is now taught daily in smaller groups using a prescribed format, including providing children with individualised instruction. Reading scores have improved in 4 out of 6 year groups and this new reading system will continue next year.</p> <p>Small PP intervention groups have taken place, monitored and observed by Mrs Butler. Baseline assessments have taken place and assessments at the end of the interventions to test the impact of the interventions.</p>	<p>the quality of feedback provided will improve in all lessons.</p> <p>Continue to ensure that all children who are not making necessary progress receive intervention (included on the day interventions). The impact will be analysed at progress meetings.</p> <p>Ensure that MA PP pupils are supported and challenged throughout school via quality first teaching to ensure that progress and attainment scores across school improve across the year.</p>
<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p> <p><i>1 -1 Tuition (+5 months – EEF Toolkit)</i></p>	<p>Provide 1-1 daily support to PP/LAC/post LAC pupils, where necessary, (via pre teaching and on the day interventions) to ensure that they have a head start at the beginning of lessons and to ensure that they receive extra support if they have not attained the LO in lessons.</p>	<p>Please see above for a summary of attainment and progress made by PP pupils across school.</p> <p>When delivered by the teacher and regularly, 1-1 pre teaching is very beneficial. It is, however, sometimes hard from a time and logistical perspective to deliver such sessions daily. On the day interventions are easier to organise and have positive impacts.</p>	<p>We will continue to deliver on the day interventions to PP pupils and to record the impact of these on CPMs. Where possible, we will aim to deliver pre teaching to PP pupils too, though it is not always possible for class teachers to deliver these sessions. Our teaching assistants are well training and will be able to provide</p>



<p><i>Small group tuition +4 months (EEF Toolkit)</i></p> <p><i>Extending school time +2 months (EEF Toolkit)</i></p> <p><i>Early Years interventions (+5 months – EEF Toolkit)</i></p> <p><i>Reduction in class size (+3 months – EEF Toolkit)</i></p>	<p>leaders to ensure all PP are provided with the individualised support that they need to make the necessary progress.</p>	<table border="1"> <tr><td>Reception</td><td>63/38</td><td>80/20</td></tr> <tr><td>Y1</td><td>83/67</td><td>78/22</td></tr> <tr><td>Y2</td><td>60/20</td><td>80/40</td></tr> <tr><td>Y3</td><td>90/20</td><td>63/18</td></tr> <tr><td>Y4</td><td>75/0</td><td>83/25</td></tr> <tr><td>Y5</td><td>67/17</td><td>67/17</td></tr> <tr><td>Y6</td><td>87/27</td><td>67/25</td></tr> </table>	Reception	63/38	80/20	Y1	83/67	78/22	Y2	60/20	80/40	Y3	90/20	63/18	Y4	75/0	83/25	Y5	67/17	67/17	Y6	87/27	67/25	<p>in order to attain age related expectations.</p>			
	Reception	63/38	80/20																								
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	<p>Further develop and run Early Years interventions</p>	<p>Writing:</p> <table border="1"> <thead> <tr> <th>Year Grp</th> <th>% of PP at EXS/GD in 2018</th> <th>% of PP at EXS/GD in 2019</th> </tr> </thead> <tbody> <tr><td>Reception</td><td>50/25</td><td>40/0</td></tr> <tr><td>Y1</td><td>83/50</td><td>55/22</td></tr> <tr><td>Y2</td><td>71/14</td><td>80/40</td></tr> <tr><td>Y3</td><td>64/18</td><td>63/18</td></tr> <tr><td>Y4</td><td>0/0</td><td>58/25</td></tr> <tr><td>Y5</td><td>50/33</td><td>67/17</td></tr> <tr><td>Y6</td><td>93/14</td><td>83/25</td></tr> </tbody> </table>	Year Grp	% of PP at EXS/GD in 2018	% of PP at EXS/GD in 2019	Reception	50/25	40/0	Y1	83/50	55/22	Y2	71/14	80/40	Y3	64/18	63/18	Y4	0/0	58/25	Y5	50/33	67/17	Y6	93/14	83/25	<p>An intervention tracker for PP/SEN children to be developed to track impact of interventions running for these groups.</p>
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<p>Oral language interventions to run in KS 1 and EYFS</p>	<p>Maths:</p> <table border="1"> <thead> <tr> <th>Year Grp</th> <th>% of PP at EXS/GD in 2018</th> <th>% of PP at EXS/GD in 2019</th> </tr> </thead> <tbody> <tr><td>Reception</td><td>25/25 63/38</td><td>80/0 100/0</td></tr> <tr><td>Y1</td><td>83/50</td><td>67/22</td></tr> <tr><td>Y2</td><td>80/10</td><td>80/40</td></tr> <tr><td>Y3</td><td>91/18</td><td>73/0</td></tr> <tr><td>Y4</td><td>67/33</td><td>92/17</td></tr> <tr><td>Y5</td><td>83/0</td><td>67/17</td></tr> <tr><td>Y6</td><td>87/20</td><td>83/0</td></tr> </tbody> </table>	Year Grp	% of PP at EXS/GD in 2018	% of PP at EXS/GD in 2019	Reception	25/25 63/38	80/0 100/0	Y1	83/50	67/22	Y2	80/10	80/40	Y3	91/18	73/0	Y4	67/33	92/17	Y5	83/0	67/17	Y6	87/20	83/0	<p>Guided reading, daily, in small groups to continue.</p>	
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<p>Extra small group support will be provided to all Rec and Year 1 pupils in phonics</p>		<p>EYFS and Y1 interventions to remain a real focus (including phonics and oral language interventions) to ensure current Year 1 PP pupils make accelerated progress and to ensure that Reception PP pupils do not fall behind their peers.</p>																									
<p>Reading to be taught daily in small groups using our new guided reading approach.</p>		<p>Mastery Maths to be rolled out across school via lead teachers and maths groups to be reduced in Y6 to ensure that all pupils receive the small group teaching that they require in Y6.</p>																									

<p>Children experiencing barriers to learning will be identified and will work alongside our learning mentors who will aim to remove these barriers to learning.</p> <p><i>Social and emotional learning (+4 months – EEF Toolkit)</i></p> <p><i>Outdoor Adventure Learning (+4 months – EEF Toolkit)</i></p>	<p>One to one work/intervention groups with learning mentors</p> <p>John Muir Award for many of our KS 2 PP children to build their confidence and develop their creative writing skills.</p> <p>Lunchtime support to be provided via learning mentors.</p>	<p>Impact of 1-1 support from the learning mentors has been great, with children involved developing self-esteem, regulating emotions and friendships in order for them to have less barriers to learning and fulfil their potential. Support has been provided to individuals who struggle to maintain good behaviour and the impact has been great with less behaviour incidents being recorded for key children.</p> <p>Impact of John Muir Award has been great and feedback from pupils, teachers and parents was very positive. Confidence, self-esteem, social skills and organisation have improved in many children and these skills have been translated into the classroom and overall the project has helped to remove barriers to learning.</p> <p>A reduction in behaviour incidents at lunchtime has been noted since support was put in place via PCT.</p>	<p>This level of support for key PP pupils will continue next year, as the impact has been great. Pass survey to be used to identify any children who need extra support and the impact of interventions to be measured and recorded on CPMs.</p> <p>John Muir award to run again in Autumn term for PP pupils.</p> <p>Daily lunchtime support to continue.</p>
<p>LAC/post-LAC pupils to be offered 1-1 and/or small group sessions from our Pastoral Care Team to remove barriers to learning.</p> <p><i>Behaviour interventions +3 months (EEF Toolkit)</i></p> <p><i>Social and Emotional learning +4 months (EEF Toolkit)</i></p>	<p>LAC/post LAC pupils will be provided with personalised support from our Pastoral Care Team.</p> <p>Intervention groups such as, No worries (TaMHS) to run.</p> <p>Self-esteem intervention to run and to include members of this group, where appropriate.</p>	<p>The learning mentors have worked with the LAC children on a 1-1 basis. The sessions are led by the children and what they need, be it emotionally, socially or academically. The children who have had learning mentor input have had reduced levels of anxiety both self reported and reported by class teachers and carers. The children are better able to cope with day to day events and changes as well as being better equipped to form and maintain meaningful friendships.</p>	<p>Due to the positive impact shown of all of these interventions, these will continue next year for children who are identified as needing them.</p> <p>Nationally there is much research to show that the well-being and mental health of all pupils should be a high priority. We are committed to this at CPS and will launch mindfulness in all year groups this year. Well</p>

			being days will also run across school.												
<p>PP Parents will engage more positively with the school and will be better able to support their children at home with their learning.</p> <p><i>Parental engagement +3 months (EEF Toolkit)</i></p>	<p>Parental Engagement project to run across school.</p> <p>Open classroom events every term to informally invite the parents into school to chat about their child and to gain practical ideas about how to support their child's learning at home.</p> <p>Our Parent Support Advisor will run parenting classes in the Spring term, inviting all parents to attend.</p> <p>Autumn term curriculum evening.</p> <p>Informal coffee mornings and informal exhibitions of children's work.</p>	<p>Parental Engagement Project Impact analysis:</p> <table border="1"> <thead> <tr> <th>Questions asked</th> <th>Scores</th> </tr> </thead> <tbody> <tr> <td>% of pupils whose attendance has remained high or improved during project</td> <td>62%</td> </tr> <tr> <td>% of pupils whose attainment has remained the same or improved during the project</td> <td>92%</td> </tr> <tr> <td>% of pupils who have made EXS or EXS+ progress in all subjects</td> <td>85%</td> </tr> <tr> <td>% of pupils who are now reading more frequently at home</td> <td>69%</td> </tr> <tr> <td>% of pupils who are taking part in at least 1 extra-curricular club</td> <td>62%</td> </tr> </tbody> </table> <p>The evidence above clearly demonstrates that some improvements have been made following this project and, overall, the feedback was very positive, though there were some issues from some parents regarding commitment to the project and this is something that we will work on next year.</p> <p>The impact of the Parenting course that was run by our learning mentors was great. The parents involved completed a goal based outcome form and stated what they wanted to achieve from the sessions. After 10 weeks, they revisited this form and 100% of the parents scored themselves as significantly more confident in understanding and managing their child's behaviour.</p>	Questions asked	Scores	% of pupils whose attendance has remained high or improved during project	62%	% of pupils whose attainment has remained the same or improved during the project	92%	% of pupils who have made EXS or EXS+ progress in all subjects	85%	% of pupils who are now reading more frequently at home	69%	% of pupils who are taking part in at least 1 extra-curricular club	62%	<p>Improving parental engagement is complex and takes time. Therefore, we will continue to build bridges with PP parents to ensure that children receive the best possible education. The most well attended events are exhibitions and parents evenings and we will therefore continue to run these to encourage our parents to come into school and we will give parents plenty of notice to ensure good attendance.</p>
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<b>Target Budget:</b>			<b>£69,925</b>												

**c) Other Approaches**

Many other approaches are used to ensure that our PP children achieve well and make good progress while they are with us. Here are some of the approaches we have used in 2018-19:

- Pay for trips, after school clubs and childcare afterschool and before school and for any PP children who would like this support.
- Pay for the lease of 3 interactive whiteboards in our 3 intervention group rooms.
- Resources specifically for our PP children to use are paid for using the funding. For example: books, ipads and laptops.

Desired Outcome	Chosen action/approach	Impact	Lessons Learnt
<p>All children who take these opportunities will be able to experience new learning and new hobbies/activities. This builds children’s confidence and allows them to try new things and broaden their horizons – all important life skills to prepare them for secondary school and life beyond.</p> <p><i>Outdoor adventure learning +4 months (EEF Toolkit)</i></p> <p><i>Sports Participation +2 months (EEF Toolkit)</i></p>	<p>All FSM pupils to go on residential trips free of charge.</p> <p>All PP pupils will receive a free place at one of our externally run clubs and one of our internally run clubs.</p> <p>Much time and effort from class teachers and admin staff will be given to ensure that the majority of PP/LAC/post-LAC children sign up to at least 1 club.</p> <p>Forest school club to be run in Spring term for PP/LAC/post-LAC children only.</p>	<p>All FSM pupils attend trips, providing them with opportunities they may not gain without the funding.</p> <p>44/65 PP children last term attended at least one club (2/65 attended a club in Summer 2018). Feedback from children and staff is very positive.</p> <p>Forest school club has been organised for PP pupils and runs weekly. The feedback is exceptionally positive and we are continuing to develop our forest school area further to provide all of our children with outstanding outdoor opportunities. We feel that this has contributed towards the increased progress rates of PP pupils across school. Feedback questionnaires are available to view regarding the impact of this group.</p>	<p>We believe that by developing the whole child and by giving everyone opportunities to shine in a different area and to develop skills outside of the classroom, our PP pupils will flourish and make good progress within the classroom too and this has been seen this year. Therefore, these interventions will continue to run next year and more emphasis will be put on developing outdoor learning, with our conservation area being further developed in order to excite and inspire all of our children.</p>
<p>Providing our children with excellent and stimulating resources is of paramount</p>	<p>A range of resources are paid for using the PP funding (e.g. leasing 3</p>	<p>The whole school data (see above) demonstrates that improvements have been made in relation to the progress and attainment of PP pupils across school in some year</p>	<p>The lease for these boards will continue to be funded using PP funding as many of</p>

<p>importance and enhances teaching and allows them to make very good progress.</p> <p><i>Digital Technology +4 months (EEF Toolkit)</i></p>	<p>interactive whiteboards for group rooms, iPads etc)</p>	<p>groups and in some subjects. Providing our pupils with excellent equipment enhances teaching and learning and has helped many of our PP pupils make very good progress in certain subjects (especially maths).</p>	<p>the additional intervention groups running for children in school involve PP pupils and these IT resources have improved the quality of teaching and learning during intervention groups.</p>
<p>This provides the children with a good meal to start the day and with quiet time to complete homework/get ready for learning in a stimulating environment with support from TAs, if necessary.</p> <p><i>Extending school time +2 months (EEF Toolkit)</i></p>	<p>All FSM children to be offered a free place at breakfast club.</p>	<p>The impact of this has not been great as not many parents felt this would help and so not many PP children have attended, despite the offer.</p> <p>However, we still have experienced issues of lateness and attendance issues (see attendance action plan 2019-20) for some of our PP pupils. Therefore, more work will be done directly with parents of children who exhibit attendance issues to combat this rather than offering free breakfast club places. Work will also be done in classes and in assemblies regarding the importance of being punctual and of good attendance.</p>	
<p style="text-align: right;"><b>Target Budget:</b></p>			<p style="text-align: right;"><b>£20,712</b></p>
<p style="text-align: right;"><b>Grande total spend:</b></p>			<p style="text-align: right;"><b>£102,157</b></p>
<p style="text-align: right;"><b>Surplus of:</b></p>			<p style="text-align: right;"><b>-£6,043</b></p>