


Pupil premium strategy statement


1. Summary information					
School	Coaley C of E Primary School				
Academic Year	2017-2018	Total PP budget	£15,540	Date of most recent PP Review	6.7.17
Total number of pupils	60	Number of pupils eligible for PP	8 (13%)	Date for next internal review of this strategy	April 2018


Attainment for 2016-2017	All pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving good level of development (EYFS)	71% (NA 70.6%)	0%	71%
% achieving the pass mark in Year 1 phonics	36% (NA 81.4%)	18%	82%
% achieving the pass mark in Year 2 phonics	50%	0%	50%
% achieving in reading, writing and maths	50% (KS1) 80% (KS2)	16.6% (KS1) 20% (KS2)	33.3% (KS1) 60% (KS2)




2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Under-developed Reading, Writing and Maths skills.
B.	Low aspiration, expectations and related social skills.
C.	Resilience/ability to try
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	How parents can help their children effectively. Attendance rates (absence and persistent absence), this causes problems with continuity of learning and gaps in areas of the curriculum or even one- to one learning.


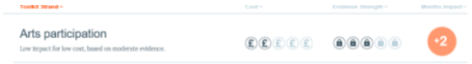
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading- to close the gap between reading age and chronological age measured through Suffolk and PIRA. Regular monitoring of home reading Additional reading in class on a 1:1 EYFS achieve GLD in reading Secure phonic knowledge in EYFS/Year 1 and Year 2	The gap between RA and chronological age has been reduced by at least 50% 80% GLD in Reading 85% of Year 1's to achieve Phonic Screen Check. 63% of Year 2's to achieve Phonic Screen Check.
B.	Maths- to attain the national standard Termly tests – Maths Hub and PUMA standardised scores. EYFS achieve GLD in Maths	To achieve age standardised score of 100. Progress measured in reducing the gap. 80% GLD in Maths.
C.	Writing- to attain the national standard EYFS achieve GLD in Writing.	To measure how many children are making progress towards expected. 80 % GLD in Writing.
D.	Improved resilience in all subjects eg having the confidence to try but not always achieve. (Use of Growth Mindset and Di Pardoes' Successful Learning Strategies) Focus in EYFS- PSED.	Children are more confident in various situations particularly tests- having the resilience to persevere and not give up or ask for help.
E.	Increased attendance rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PPG attendance improves by 25%.

4. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
A Improve reading age for PP children	<p>To share good quality class books, reading buddies (younger and older child across the school) and ensure reading across the curriculum.</p> <p>Continue to ensure extra reading sessions for 1:1 for PP children.</p> <p>Dancing Bears</p> <p>Continue additional Phonics teaching 1:1.</p> <p>Rapid reading and Talisman resources</p>	<p>Evidence shows that pupils make the most progress in a 1:1 intervention. This support aims to targets a range of identified needs. We aim for all of our pupils to be confident communicators, regardless of starting points. The Education Endowment Federation: One to One Tuition- On average it accelerates learning by approximately 5 months additional progress.</p> <p>The Education Endowment Federation supports the view that small group tuition is likely to be most effective if it is targeted at pupils' specific needs. On average it accelerates learning by approximately 4 months.</p> 	Weekly monitoring through staff meetings and inset training.	HT All staff	July 2018
	<p>Implementation of Better Reading Partnership (BRP)</p> <p>Daily Teaching reading comprehension strategies.</p>	<p>Standardised test scores report an average gain of 6-9 months in reading age. Qualitative gains include improvement in pupils' independence, confidence, and enjoyment of reading.</p>	TA to train other TA's to ensure consistent approach.	TA to train other TA's in BRP (January 2018 Training)	

<p>B Maths – Improve age standardised scores across all PP children.</p>	<p>Maths language to be used daily and referred to in learning e.g. on working wall. Maths Boosters.</p> <p>Continue daily arithmetic skill learning. Pre-teaching of key concepts. Post-teaching of misconceptions before the next lesson. Speech and language support through 'Language for Thinking'. Third Space (TBC)</p>	<p>To prevent gaps between KS1 and KS2 forming. Key concepts are fully understood and embedded to encourage fluency and reasoning skills and builds self-esteem. Evidence shows that pupils make the most progress in a 1:1 intervention. This support aims to targets a range of identified needs. We aim for all of our pupils to be confident communicators, regardless of starting points. The Education Endowment Federation: One to One Tuition- On average it accelerates learning by approximately 5 months additional progress. The Education Endowment Federation supports the view that small group tuition is likely to be most effective if it is targeted at pupils' specific needs. On average it accelerates learning by approximately 4 months.</p>	<p>Monitoring of Maths Boosters- skills being transferred and renewed confidence to have a go.</p> <p>Through Pupil Progress Meetings, staff to discuss data analysis. Intervention sheets used between TA and CT's.</p>	<p>HT All staff</p>	<p>July 2018</p>
<p>C Writing- To extend pupils ability to produce writing at an 'expected standard'.</p>	<p>ARE Writing targets in 'child speak' to be used within lessons to ensure progression.</p> <p>Use of quality texts to inspire and provide a rich source of language.</p> <p>Embedding effective feedback and marking-next steps and new learning to be worked on.</p> <p>Teaching to ensure that children are exposed to challenging vocabulary and punctuation, use of peer and collaborative learning.</p> <p>Challenging vocabulary discussed to be added to the working wall.</p> <p>Continue to use discrete grammar lessons feed into work covered during the week.</p> <p>Use of Talk4writing strategies and Alan Peat sentence types.</p>	<p>To prevent gaps between KS1 and KS2 forming. Key concepts are fully understood and embedded to encourage fluency and reasoning skills and builds self-esteem. Evidence shows that pupils make the most progress in a 1:1 intervention. This support aims to targets a range of identified needs. We aim for all of our pupils to be confident communicators, regardless of starting points. The Education Endowment Federation: One to One Tuition- On average it accelerates learning by approximately 5 months additional progress. The Education Endowment Federation supports the view that small group tuition is likely to be most effective if it is targeted at pupils' specific needs. On average it accelerates learning by approximately 4 months.</p> 	<p>Staff to use 'child speak' targets for writing.</p> <p>Writing moderation –internal and external.</p> <p>Lesson observations focus on good teaching and learning and see Talk4writing being used.</p> <p>Book scrutiny.</p>	<p>HT All staff</p>	<p>July 2018</p>

D Improve resilience in all subjects e.g. having the confidence to try but not always achieve.	Use of Pink Curriculum resources- 'Make me a superhero'. Nurture and social skills groups. Marines- for healthy body and mind work. Work on metacognition strategies.	Children are more resilient and willing to have a go at a challenge. 	Inset and staff meetings Pupil voice on newsletters.	HT All staff	July 2018
Total budgeted cost					£14,000
ii. Targeted support					
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>Accelerated progress for PP children increases the number achieving expected levels of attainment.</p> <p>Targeted interventions and boosters resulting in rapid progress and the diminishing of differences between the disadvantaged group and their peers.</p>	<p>Paying for adults to support PP children in or out of the classroom each afternoon.</p> <p>Interventions on offer: Talk Boost Language for Thinking Fizzy- To support fine/gross motor skills and support fluency in handwriting. Pre-Teaching- skills and language. Post –Teaching Rapid Reading Rapid Writing Word Blaze Power of one Plus 2 Talk Boast Dancing Bears 1: 1 Readers.</p>	<p>Some of the children need targeted support to catch up or consolidate areas in which they are less secure.</p> <p>Some PP children have multiple vulnerabilities which can slow progress and prevent age related attainment.</p> <p>Outcomes at the end of KS1 require improvement in all areas.</p>	<p>CT's to run Targeted Booster Clubs after school (Invite only).</p> <p>CT's using Target Tracker daily to show progress of children and inform daily planning/gap analysis.</p> <p>Class timetables showing intervention s across the week.</p> <p>Intervention records.</p> <p>Monitoring and evaluation through: Lesson observations Staff appraisal Drop-in Learning walks Book scrutiny Pupil voice Pupil progress meetings.</p>	HT All staff	<p>Once the intervention is complete.</p> <p>In line with Pupil Progress Meetings.</p>

By teaching disadvantaged pupils to stay safe and by building self-esteem, resilience and empathy we can tackle barriers and raise aspirations and improve the life chances of the most vulnerable and disadvantaged children.	Pink Curriculum- PSCHÉ focused- 'Make me a Superhero'- Autumn 1 'Focused for Learning'- Autumn 2. Nurture Group Mental Health Handbook By Belinda Heaven Marines sessions. My Profiles capture children's barriers/aspirations. PP Mentor assigned.	Some PP children have other issues which make them vulnerable (including Mental Health) and therefore require additional emotional support to aid their performance and happiness on school. Low aspirations and self-esteem. 	Make me a Superhero delivered across school for a consistent approach (at KS1 or KS2 level) focus for Autumn 1. Pupil voice Boxall Profile My Profiles capture children's barriers/aspirations, these will be updated termly showing the progress children have made and identifying any new barriers.	All staff	Termly
Disadvantaged pupils achieving in-line with national outcomes in phonics in Year 1 and Year 2.	Phonic Screen Checks EYFS Lead and TA to attend 'Refresher Phonics' for new approaches to fun phonics. Discreet phonics teaching, small-group and individual, 20 minutes daily.	Low number of disadvantaged children passing the phonics screening check. 	Phonic Screen Checks- September, November, February and April. Analysis to be undertaken by EYFS lead and rapid actions put in place. Analysis of outcomes Lesson observations Appraisals Drop-ins.	EYFS Lead CT's TA's HT	July 2018
Total budgeted cost					£1,000
iii. Other approaches					
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?
Improved attendance School achieves attendance target PP children achieve the target. Improved punctuality	Attendance monitoring Involvement of EWO Un-authorising of all holidays in term-time (except exceptional circumstances). Rewarding good attendance with attendance certificates each term.	Attendance and punctuality of PP children needs to be in-line with the other children. 	Attendance monitoring on a daily basis, weekly basis for year groups. Working with EWO to improve practice and procedures. End of year attendance data Continue to address attendance on the weekly newsletter (placed on the front page and highlighted) and highlighting to parents what happens if children are taken out for holidays.	AK/LC and SK CT's daily monitoring.	Daily reporting of non-attendance to HT. Weekly and Half-Termly monitoring of attendance. Termly attendance certificates.

Parents feel more engaged with school and the value it can be to their children. Parents are supported in how they can help their children at school.	Sessions on expectations in each year group. SATs sessions. Weekly drop-in sessions on Friday. Parents' Evenings. Parents invited to share learning with their children in class (English and Maths focus)	Some parents lack the understanding around supporting their child at home. This means that some children do not read at home or complete home learning tasks. This can limit progress especially in reading, writing and maths. 	Attendance at sessions Feedback from parents Increase in the number of children being supported at home. Good attendance at school for the parent/child learning sessions for English and Maths. Governor to run a 'Late Gate' to provide support to parents/carers.	HT and all staff	5.9.17 Across the year through Parent Forum and 'Parent Suggestion Box' and weekly drop-in sessions. 100% Attendance for Parents' Evenings. At least 60% attendance at English and Maths learning sessions.
Access to school clubs that develop a child's sporting, creative and social skills, therefore increasing self-esteem.	School run clubs and extra sport at lunchtime.	Clubs are run after school to enable participation and extra PE at lunchtime. Lunchtimes are more focussed for children as they are engaging in a sporting activity of their choice. This works two fold to boost additional sport and eliminates poor behaviour.	Good attendance at after school clubs, catering for needs of the children. Parents were asked by Parent Forum Representative to discuss with their children what clubs they would like to attend. These thoughts formed the basis for the clubs.	HT and all staff	Each half-term club analysis of attendance. July 2018
Disadvantaged children are able to have access to activities and experiences which build their arts, social, cultural and spiritual development.	All disadvantaged children have access to visits to enable them to access first-hand experiences. Subsiding some educational visits. Marines (Sports grant also used as the activity covers additional sport time)	The EEF identifies gains in progress for arts participation, outdoor learning and sports participation as having a positive effect on pupil outcomes. 	Monitoring of children accessing these educational experiences e.g visits to Church, cross country, country dancing, STEM workshops.	HT and all staff	July 2018.
Total budgeted cost					£540

5. Review of expenditure				
Previous Academic Year 2016-2017				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
A- Improve reading age for PP children B- Maths – Improve age standardised scores across all PP children. C -Writing- To extend pupils ability to produce writing at an 'expected standard'. D- Improve resilience in all subjects e.g. having the confidence to try but not always achieve. E- Disadvantaged pupils achieving in-line with national outcomes in phonics in Year 1 and Year 2.	A-Shared reading across the curriculum. Extra reading sessions. Additional Phonics Teaching. Teaching comprehension strategies. B-Daily arithmetic skill learning. Pre-Teaching Speech and language support 'Language for Thinking'. C-Training on effective feedback and marking. Coaley Writing Grids. Quality texts. Use of challenging vocabulary. D-Use of PinK Curriculum GHLL resource. E- Discreet phonics teaching using LCP.	A- Extra reading sessions happened. Additional Phonics teaching happened, but children needed more time to embed. Progress has been made with PP and Non-PP. B- Daily arithmetic occurred but still gaps in knowledge. Use of Maths language has increased. Progress and confidence boosted for PP and Non-PP. C- Training on Effective feedback and marking has happened. Quality texts have been bought and used. Progress has been seen in the use of richer vocabulary for PP and No-PP D- PinK Curriculum resources have been used, this is such a big area and needs focussing on per term. PP and Non-PP are becoming more resilient but this will take time, some progress has been seen. E- LCP was used for Phonic Teaching- little impact. Need to use Letter and Sounds, LCP was too dry for our children.	A- Need to continue extra sessions to gain bigger impact. Need to revise Phase four, then progress to Phase Five and Six. Phonic Review needed. Need more assessment of Phonic Screen materials with analysis to close the gaps. B- Daily arithmetic to continue with reinforcement of the four operations and place value highest priority. Continue pre-teaching but also need booster sessions to target key concepts. Daily use of Maths language in learning and visible reference to Maths language in the classroom. C- Policy needs to be revised and simplified. Children need to understand coding. Marking codes to be English and Maths books for easy reference. Continue to use high quality vocabulary rich texts to support 'What a good one looks like' (WAGOLL). D- This is a large area to tackle, needs to be broken down into termly areas of focus and across school for consistency. E- Phonic Review needed. We need fun phonics to engage and accelerate learning.	£15,960
ii. Targeted support				
Desired outcome	Chosen action/approach	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
				£1,000

Accelerated progress for PP children increases the number achieving expected levels of attainment.	TA support in class deployed on a needs basis.	TA deployment on a needs basis has shown progress in class. PP had less impact than Non-PP.	TA's to have a clear focus on the needs of the PP children. Case studies to be continued as this provided a holistic view of each child's needs.	
Targeted interventions and boosters resulting in rapid progress and the diminishing of differences between the disadvantaged group and their peers.	Use of targeted interventions.	Pre-Teaching gave added confidence and more progress was seen in class through this technique for both PP and Non-PP. Continue to use Power of One and Plus 2 as daily arithmetic support is starting to embed for both PP and Non-PP children.	Time for Maths interventions is tricky as there is sparse TA support (money constraints) in the afternoon. Need to look at changing our timetable.	
By teaching disadvantaged pupils to stay safe and by building self-esteem, resilience and empathy we can tackle barriers and raise aspirations.	PinK Curriculum across the school.	Children are becoming more resilient, but this is not embedded. PP and Non-PP has shown progress in this.	Continue to raise the profile of resilience, challenge and successful learning through assemblies and PSHCE learning.	
Disadvantaged pupils achieving in-line with national outcomes in phonics in Year 1 and Year 2.	Discreet Phonics Teaching.	Gaps in phonic knowledge need to be addressed rapidly.	Gap filling still needs to happen as we are not there yet. Fun phonics needs to be found as the children need the excitement put back.	
iii. Other approaches				
Desired outcome	Chosen action/approach	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 £200

<p>Improved attendance</p> <p>School achieves attendance target</p> <p>PP children achieve the target.</p> <p>Improved punctuality</p> <p>Parents feel more engaged with school and the value it can be to their children. Parents are supported in how they can help their children at school.</p> <p>Access to school clubs that develop a child's sporting, creative and social skills, therefore increasing self-esteem.</p> <p>Disadvantaged children are able to have access to activities and experiences which build their arts, social, cultural and spiritual development.</p>	<p>Attendance monitoring Involvement of EWO if required.</p> <p>Un-authorising of all holidays in term-time(except exceptional circumstances at the discretion of the HT). Rewards.</p> <p>Expectation evenings SATs Evenings. Weekly drop-in sessions. Parents' Evenings twice a year.</p> <p>Varied clubs to meet all needs. Financial support given for PP if required.</p>	<p>EWO involvement was needed and did support attendance issues. Weekly attendance did not fall below 90% for classes.</p> <p>Yes but this will need to continue.</p> <p>Attendance at these events even though in an evening were not as well attended as we would have liked. Staggering the times of the three meetings worked well though from parent feedback.</p> <p>Yes, but this will need to be monitored more closely next year. Termly monitoring of clubs attended by PP/Non-PP.</p>	<p>Attendance is monitored weekly, but will start daily monitoring especially of PP children, what patterns are there? What other support may help? Attendance at breakfast Club?</p> <p>Un-authorising of all holidays in term-time(except exceptional circumstances at the discretion of the HT). Need to look at other rewards from School Council conversations, termly certificates were mentioned.</p> <p>Parent Expectation Evening earlier in the year, first week back, so expectations are really clear. Continue to have staggered times so that all parents can listen to all three talks if they wish to.</p> <p>Parent Forum representative to take on seeking out alternative club provision. Canvas parents about club type, frequency and cost implications. Need to look at arts, social, cultural and spiritual elements.</p>	
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk