

Pupil Premium strategy statement: Coaley C of E Primary Academy



1. Summary Information					
School	Coaley C of E Primary Academy				
Academic Year	2018/19	Total PP budget	£6,600	Date of most recent PP review	July 2018
Total number of pupils	51	Number of Pupils eligible for PP	5	Date for next internal review of this strategy	Spring 2019

2. Current Attainment				
Attainment 2017-18	All Pupils (School)	Pupils eligible for PP :	All Pupils (national average)	
% achieving GLD (EYFS)	100%	100% (1)		
% achieving pass mark in Yr1 phonics	83%	0% (0)		
% achieving pass mark in Yr2 phonics (Cumulative)	100%	100% (2)		
KS1				
% achieving at least ARE (RWM)	60%	0% (2)		
KS2			All Pupils (national average)	Sufficient progress is at least:
% achieving at least ARE (RWM)	71%	50% (2)	64%	
Average Progress Scores in reading	+0.22		+0.33	-1.1
Average Progress Scores in writing	+2.98		+0.17	-0.1
Average Progress Scores in maths	+0.86		+0.28	-3.1

3. Barriers to future attainment (for eligible for PP including high ability)	
In School barriers (issues to be addressed in school , such as poor oral language skills)	
A	Fully developing Reading, Writing and Maths skills so that all pupils achieve their potential
B	Behaviours – concentration and focus skills, attitude to learning

C	Growth Mindset, resilience, willingness to 'have a go' and persevere
External barriers (issues which also require action outside of school, such as low attendance rates)	
D	Attendance rates for a small number of pupils eligible for PP are 95% (just below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths, so that achievement is in line with non-PP achievement.	PP progress and attainment is in line with or exceeds their personal predictions, targets and that of their peers. Measured across the school using in-school data.
B	To ensure all pupils enjoyment and well-being is supported effectively.	Fewer behaviour incidents recorded (without changing recording practices or standards). Increase in achievement reflecting improved engagement and focus with learning.
C	To ensure all children have the opportunity to experience and enjoy wider world learning, outside the classroom and normal curriculum teaching.	Participation of all pupils during 'Take off' and 'Landing' days, school trips (including residential) and in sessions led by specialist visitors to the school. Evidence of the experience in future learning follows such events.
D	Increase attendance rates for pupils eligible for PP	Overall PP attendance continues to meet or exceed that of national (96%)

5. Planned Expenditure					
Academic Year		2018-19			
The three headings below allow 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?

<p>(A) Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths, so that achievement is in line with non-PP achievement.</p>	<p>School approach to teaching focuses on filling the gaps, greater depth understanding and quality first teaching for all pupils until they are secure with a concept. Develop support of phonics of vulnerable pupils. Daily phonics sessions plus daily reading for targeted children</p>	<p>See 'Using the PP effectively: an evidenced based approach to closing the gap.' John Dunford 2014</p> <p>Language, phonic and reading support will enhance early reading skills and support basic skill development for younger children.</p> <p>EEF Toolkit: Reading daily +4 months; Early Years intervention +5 months; Oral Language interventions +5 months</p>	<p>Staff up to date with most efficient and effective formative assessment approaches through inset training and action research projects.</p> <p>Regular tracking of all pupils against specific expectations ensures any gaps are readily identified and a course of action agreed (Pupil progress meetings 6 weekly)</p> <p>Regular in house and cluster group moderation sessions to ratify teacher assessment (6 weekly).</p>	<p>Headteacher, Class Teachers, TAs</p>	<p>Informally through learning walks 1 x weekly, formally through pupil progress meetings every 6 weeks</p>
<p>(B) To ensure all pupils enjoyment and well-being is supported effectively.</p>	<p>Metacognition and growth mindset strategies are employed to encourage a positive approach to learning</p> <p>Breakfast Club for targeted children</p>	<p>EEF Toolkit: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of 8 months + additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor attendance and use early intervention strategies to ensure all pupils are available for all learning opportunities.</p>	<p>Headteacher, Class Teachers, Breakfast Club Lead</p>	<p>Formally, through pupil progress meetings every 6 weeks. Daily through informal discussions with class teachers, Tas and Breakfast Club Lead.</p>

		Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (4 months + additional progress on average).			
(C) To ensure all children have the opportunity to experience and enjoy wider world learning, outside the classroom and normal curriculum teaching.	Plan and implement Theme days, visitors and curriculum trips to support learning outside the classroom	To provide learning through a variety of different mediums, using specialists and real life experiences that will develop a deeper understanding and ability to empathise.	Organise timetable to ensure staff delivering provision. Visits, visitors and theme days to be supported by PP budget, not sought on a voluntary basis.	Class Teachers	Through pupil progress meetings every 6 weeks
Total budgeted cost					£1,250.00
(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>(A) Ensure the difference between PP pupils and non-PP pupils is narrowed for writing and maths, so that achievement is in line with non-PP achievement.</p>	<p>Quality first teaching, immediate feedback, developing questioning skills of all adults and early help interventions eg/ teacher led mop up sessions, word processing with spell check for immediate feedback, daily touch type practice, specialised support (Nessy programme, Pandora's Box, Fizzy)</p>	<p>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. To provide extra support to achieve high attainment. Small group interventions with highly qualified staff have shown to be effective (John Hattie/ EEF Toolkit).</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with parents and pupils before interventions begin to address any concerns or questions as well as supporting best practice for home learning support.</p> <p>Ensure identification of target pupils is transparent and monitored.</p>	<p>Headteacher, Class Teachers Senco Consultant</p>	<p>Informally through learning walks 1 x weekly, formally through pupil progress meetings every 6 weeks</p>
<p>(B) Enjoyment and well-being is supported</p>	<p>Use of SENCO consultant to better define the support that is needed for specific gaps in learning; Use of outside agencies to provide additional targeted support.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with parents and pupils before interventions begin to address any concerns or questions.</p> <p>Ensure identification of target pupils is transparent and monitored.</p> <p>Inviting targeted children to attend Breakfast Club to</p>	<p>Headteacher, Class Teachers Senco Consultant</p>	<p>Informally through learning walks 1 x weekly (Senco Consultant to be included when available), formally through pupil progress meetings every 6 weeks</p>

			allow early visibility of difficult days.		
(C) Opportunity to experience and enjoy wider world learning	Extra-curricular activities, especially access to extra-curricular clubs/ residential visits subsidised	Some students have difficulty accessing certain areas of the curriculum through lack of first-hand experience or knowledge. By providing experiences we hope to improve empathy and depth of understanding.	Ensure identification of target pupils is transparent and monitored. Engage with parents and pupils before interventions begin to address any concerns or questions. Share practice and receive feedback from Kick Off Stroud to maximise all opportunities	Headteacher, Class Teachers	Oct 2018; Jan 2019; Apr 2019
Total budgeted cost					£ 4,850
(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?
(B) Enjoyment and well-being is supported	Target parent meetings to increase the level of communication between home and school and thus a better understanding of what's working well	To raise attainment of the most vulnerable pupils through a wider understanding of the pupils likes, dislikes, and aspirations	Ensure identification of target pupils is transparent and monitored. Engage with parents and pupils before interventions begin to address any concerns or questions.	Headteacher	3 times per year: Oct 2018, Feb 2019 & May 2019
(D) Increased attendance rates for pupils eligible for PP	Target parent meetings to increase the level of communication between home and	Improve attainment for children by improving attendance. (NFER briefing for school leaders identified this as a key step)	Ensure identification of target pupils is transparent and monitored (Daily registers & Pupil Progress Meetings)	Headteacher/ SBM	Ongoing

	school and thus a better understanding of what's working well		Engage with parents and pupils before interventions begin to address any concerns or questions.		
Total budgeted cost					£ 500.00

6. Review of Expenditure										
Previous Academic Year		2017-18								
(i) Quality of teaching for all										
Desired Outcome		Chosen action/ approach		Impact and Next Steps						
(A) Reduce the gap in reading age/ chronological age, increase % achieving GLD (EYFS), increase phonics score in Yr 1 and Yr2		To share good quality class texts and ensure reading happens across the curriculum.		All Classes reading quality texts daily for enjoyment and to engage children with higher order reading skills. Priority Reading List for every class, all PP chn included. 1:1 reading at least 1 x weekly. Interventions (Dancing Bears and BRP) used to support identified gaps. New approach to phonics has increased confidence of teaching and systematic approach to delivery. <table border="1"><tr><td></td><td>2017</td><td>2018</td></tr><tr><td>Phonics (Y1)</td><td>36%</td><td>83%</td></tr></table> ➤ Continue to use quality texts to support teaching. Introduce pre/ over learning opportunities to fill		2017	2018	Phonics (Y1)	36%	83%
			2017		2018					
		Phonics (Y1)	36%		83%					
		1:1 reading for PP children								
		Dancing Bears for identified pupils								
BRP (Better Reading Partnership) for identified pupils										
Discrete teaching of Comprehension skills										
Additional support for teaching of phonics, new approach implemented.										

		<p><i>gaps. Use discrete teaching of comprehension skills as part of a systematic approach to teaching reading. Continue systematic, daily teaching of phonics. Continue to use priority reading lists and targeted interventions to support pupils with identified needs. Review and tracking systems to be maintained.</i></p>	
<p>(B) Maths – increased number of pupils to achieve ARE for their KS</p>	<p>Approach to teaching maths adapted to ensure that all children are fluid with their skills, able to reason and have strategies to solve problems.</p> <p>Increase the use of mathematical language to support a better understanding of all areas of maths. Use Working Walls to increase accessibility of this language.</p> <p>Increase the use of concrete resources and ‘real world’ maths opportunities to embed learning</p> <p>Use of Plus 1 and Power of 2 for identified individuals</p>	<p>PP children achieved well in end of KS assessments:</p> <p>EYFS – 100% (1 pupil)</p> <p>KS1 – 100% (2 Pupils)</p> <p>KS2 – 50% (2 Pupils)</p> <p>Input from Consultant (GLOW Maths Hub) has increased staff confidence for delivering the a ‘Do it, talk it’ approach. Pupils have benefitted as evidenced with their engagement and achievements.</p> <p>Targeted interventions have supported the acquisition of basic facts which increases engagement with reasoning and problem solving tasks.</p> <p>➤ <i>Further embed new approach to teaching maths. Increase use of concrete resources, working walls, maths talk. Introduce daily, discrete number sense/ arithmetic</i></p>	

		<p><i>sessions to ensure all pupils secure on basic number knowledge</i></p> <p>➤ <i>Invite parents in for a maths session to increase their understanding, and ability to support, with the new approach to delivering maths.</i></p>	
<p>(C) Writing – To extend pupils ability to produce writing at an expected standard</p>	<p>Use quality texts to inspire and provide a rich source of language</p> <p>Teaching to ensure that children are exposed to challenging vocabulary and punctuation, use of peer and collaborative learning. Vocab to be added to the Working Wall.</p> <p>Use of discrete grammar lessons to feed into work covered during week.</p>	<p>All Classes enjoying quality texts daily for enjoyment and to engage children with rich source of language</p> <p>KS2 have been introduced to 'Vocab Ninja'. Lesson observations has shown pupils to be highly engaged and there is evidence that they are applying work to their writing. There is also evidence of the vocabulary on the Working Walls.</p> <p>Discrete grammar teaching has not been consistent across all ages due to staffing and time table constraints</p> <p>➤ <i>Continue to use quality texts in all classrooms. Extend the use of 'Vocab Ninja' so that all KS2 pupils' benefit. Ensure discrete teaching of grammar for all pupils.</i></p> <p>➤ <i>Review approach to teaching handwriting across whole school</i></p>	
<p>(D) Improve resilience in all subjects e.g. having the confidence to try but not always achieve</p>	<p>Introduce 'Growth mindset' through a series of well structured lessons with follow up activities.</p> <p>Employ Mini- Marines to support 'healthy body, healthy mind' work</p>	<p>Introduction of growth mindset achieved, children now familiar with the idea of 'yet'. Learning so far shared with parents at Parent Forum meeting Summer 2018</p>	

		<p>Inspirational Maths week was successful with children of all ages demonstrating the ability to try something new, persevere when stuck and to work together to achieve Mini marines used for 1 term with younger children. High levels of engagement observed.</p> <ul style="list-style-type: none"> ➤ <i>Relaunch Growth Mindset teaching to fully embed the understanding of brain elasticity, that learning occurs when we struggle etc.</i> ➤ <i>Timetable at least 2 'Inspirational Maths Weeks' and other identified 'Growth Mindset' activity sessions.</i> 	
(ii) Targeted Support			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost: £5,000.00
<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 the differences between the disadvantaged group and their peers.</p>	<p>Paying for adults to support PP children each afternoon.</p> <p>Interventions used to close identified gaps, e.g. BRP, Rapid Reading, Plus 1, Power of 2</p>	<p>Interventions have been successful in supporting pupils with gaps to make progress.</p> <ul style="list-style-type: none"> ➤ <i>Ensure tracking and monitoring of each pupil's individual progress is used to identify any gaps. Early intervention through pre-teaching, over learning, use of visual support or fluid grouping to be used as a quality first teaching approach. Targeted interventions to be used for specific identified needs with individual pupils as</i> 	

		<i>required. All interventions to be monitored and reviewed 4-6weekly to ensure impact.</i>										
Disadvantaged pupils inline with national outcomes in phonics in Yr 1 and Yr2	Staff to attend ‘Refresher Phonics’ for new approaches to teaching Review progression of phonics teaching	New approach to phonics has increased confidence of teaching and systematic approach to delivery. <table border="1"><tr><td></td><td>2017</td><td>2018</td></tr><tr><td>Phonics (Y1)</td><td>36%</td><td>83%</td></tr><tr><td>Phonics (Y2)</td><td>100%</td><td>100%</td></tr></table> <p>➤ <i>Continue systematic, daily teaching of phonics.</i></p>		2017	2018	Phonics (Y1)	36%	83%	Phonics (Y2)	100%	100%	
	2017	2018										
Phonics (Y1)	36%	83%										
Phonics (Y2)	100%	100%										
(iii) Other approaches												
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost: £840.00									
Improve attendance so that school achieves attendance target including improved punctuality	Attendance monitoring Involvement of EWO Unauthorising of all holidays in term time (except exceptional circumstances) Reward good attendance with attendance certificates	Attendance monitored daily with parents contacted if a child is not in school. Whole school attendance data reviewed weekly by SBM and HT. EWO visits school every six weeks to review data and offer support. SBM attends LA facilitation sessions 2 x yearly Holidays systematically unauthorised. 100% attendance recognised in end of term celebration worship ➤ <i>Continue with established processes for monitoring and reviewing attendance (SBM, HT EWO).</i> ➤ <i>Holiday protocol to be maintained</i> ➤ <i>Attendance to be rewarded</i>										

<p>Parents feel more engaged with school and the value it can be to their children.</p> <p>Parents are supported in how they can help their children at school.</p>	<p>Sessions on expectations in each year group.</p> <p>Weekly drop-in sessions</p> <p>Parents invited to weekly celebration worship and fortnightly worship at local church</p> <p>Parents' Evenings</p> <p>Parent Forum</p>	<p>Opportunities for parents to be involved in school have been increased. There has been good attendance and it has been well received by parents (Parent Questionnaire June 2018). There has also been an increase in school/ home communication in response to parental requests. This has been positively (Parent Questionnaire June 2018).</p> <p>➤ <i>All opportunities to involve parents to be maintained as well as additional opportunities to involve parents in specific curriculum events (e.g. Maths workshops)</i></p>	
<p>Access to school clubs that develop a child's sporting, creative and social skills, therefore increasing self esteem</p>	<p>School run clubs and extra sport at lunchtimes</p>	<p>Additional sports clubs offered Autumn Term.</p> <p>Children coached and supported to lead play/sport activities during lunchtimes</p> <p>Further opportunities to engage in out of school inter-school meets arranged through local cluster group</p> <p>➤ <i>Full review of available extra-curricular offering to be carried out Sept 2018. Attendance monitored and individual pupils targeted so they can have an holistic benefit</i></p>	
<p>Disadvantaged children to have access to activities and experiences which build their arts, social, cultural and spiritual development.</p>	<p>All Disadvantaged children have access to visits to enable them to access first hand experiences.</p> <p>Subsidising educational visits</p>	<p>All children were able to access all educational experiences, in school and off site, economic situation was not a barrier.</p>	

		<p>➤ Ensure all pupils continue to access all wider opportunities provided by the school (residential visits, visitors to school, local cluster meets etc.) Parents of disadvantaged pupils to be made aware that support is available. Work to be done to ensure all PP children have been identified.</p>	
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