

## Pupil Premium strategy statement: Coaley C of E Primary Academy



| 1. Summary Information |                               |                                  |        |  |             |
|------------------------|-------------------------------|----------------------------------|--------|--|-------------|
| School                 | Coaley C of E Primary Academy |                                  |        |  |             |
| Academic Year          | 2019/20                       | Total PP budget                  | £7,850 | Date of most recent PP review                  | Autumn 2019 |
| Total number of pupils | 48                            | Number of Pupils eligible for PP | 8      | Date for next internal review of this strategy | Spring 2020 |

| 2. Current Attainment                             |                     |                          |                               |                                  |
|---|---------------------|--------------------------|-------------------------------|----------------------------------|
| Attainment 2018-19                                | All Pupils (School) | Pupils eligible for PP : | All Pupils (national average) |                                  |
| % achieving GLD (EYFS)                            | 83%                 | 0% (1)                   |                               |                                  |
| % achieving pass mark in Yr1 phonics              | 100%                | 100% (2)                 |                               |                                  |
| % achieving pass mark in Yr2 phonics (Cumulative) | 86%                 | 100% (1)                 |                               |                                  |
| <b>KS1</b>  |                     |                          |                               |                                  |
| % achieving at least ARE (RWM)                    | 71%                 | 100% (1)                 |                               |                                  |
| <b>KS2</b>  |                     |                          | All Pupils (national average) | Sufficient progress is at least: |
| % achieving at least ARE (RWM)                    | 60%                 | 100% (1)                 | 65%                           |                                  |
| Average Progress Scores in reading                | +5.0                |                          |                               | -1.1                             |
| Average Progress Scores in writing                | TBC                 |                          |                               | -0.1                             |
| Average Progress Scores in maths                  | +0.8                |                          |                               | -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                             |

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| <b>C</b>  | Growth Mindset, resilience, willingness to 'have a go' and persevere  |
| <b>External barriers</b> (issues which also require action outside of school, such as low attendance rates) |   |
| <b>D</b>  | 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. |

| <b>4. Outcomes</b> |   |   |
|--------------------|---|---|
|                    | <i>Desired outcomes and how they will be measured</i>   | <i>Success Criteria</i>   |
| <b>A</b>           | 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>B</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.   |
| <b>C</b>           | 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. |
| <b>D</b>           | 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  |   | 2019-20  |   |                           |  |
| 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/<br>approach                | What is the evidence and<br>rationale for this choice? | How will you ensure it is<br>implemented well?        | Staff Lead                | When will you review<br>implementation?  |
| (A) Ensure the<br>difference   | School approach to<br>teaching focuses on | See 'Using the PP<br>effectively: an evidenced         | Staff up to date with most<br>efficient and effective | Executive<br>Headteacher, | Informally through<br>learning walks 1 x |

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| <p>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>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>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>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><b>Class Teachers, TAs</b></p>                      | <p>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>Social Emotional Learning interventions have an identifiable and significant</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><b>EHT, Class Teachers, Breakfast Club Lead</b></p> | <p>Formally, through pupil progress meetings every 6 weeks. Daily through informal discussions with class teachers, Tas and Breakfast Club Lead.</p> |

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|   |  | 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. | <b>Class Teachers</b> | Through pupil progress meetings every 6 weeks |
| <b>Total budgeted cost</b>  |  |  |   |                       | <b>£1,250.00</b>                              |
| <b>(ii) Targeted Support</b>  |  |  |   |                       |   |
| <b>Desired Outcome</b>  | <b>Chosen action/ approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff Lead</b>     | <b>When will you review implementation?</b>   |

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| <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.<br/>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><b>Headteacher,<br/>Class Teachers<br/>Senco Consultant</b></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><b>Headteacher,<br/>Class Teachers<br/>Senco Consultant</b></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> |

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|  |  |   | 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. | <p>Ensure identification of target pupils is transparent and monitored.</p> <p>Engage with parents and pupils before interventions begin to address any concerns or questions.</p> <p>Share practice and receive feedback from Kick Off Stroud to maximise all opportunities</p> | <b>Headteacher, Class Teachers</b> | Each term and on going                      |
| <b>Total budgeted cost</b>                                   |  |   |  |                                    | <b>£ 4,850</b>                              |
| <b>(iii) Other approaches</b>                                |  |   |  |                                    |   |
| <b>Desired Outcome</b>                                       | <b>Chosen action/ approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff Lead</b>                  | <b>When will you review implementation?</b> |
| (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  | <p>Ensure identification of target pupils is transparent and monitored.</p> <p>Engage with parents and pupils before interventions begin to address any concerns or questions.</p>   | <b>Headteacher</b>                 | 3 times per year: Oct, Feb & May            |
| (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)  | <b>Headteacher/ SBM</b>            | Ongoing                                     |

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|                            | 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. |  |                 |
| <b>Total budgeted cost</b> |   |  |   |  | <b>£ 500.00</b> |

| 6. Review of Expenditure  |  |  |  |  |      |              |
|---|--|--|--|--|------|--------------|
| Previous Academic Year  |  | 2018-19  |  |  |      |              |
| (i) Quality of teaching for all   |  |  |  |  |      |              |
| Desired Outcome   |  | Chosen action/ approach  |  | Impact and Next Steps  |      | Cost: £1,600 |
| (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. |  | 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.<br>Develop support of phonics of vulnerable pupils. Daily phonics sessions plus daily reading for targeted children |  | All Classes reading quality texts daily for enjoyment and to engage children with higher order reading skills.<br><br>Priority Reading List for every class, all PP chn included. 1:1 reading at least 1 x weekly.<br><br>Interventions (Rapid Reading and BRP) used to support identified gaps.<br><br>Daily, systematic teaching of phonics as well as daily over learning sessions (1:1) has ensured that all pupils are secure and making at least good progress.<br>Bespoke training for KS1 and a separate session for KS2 has enhanced the approaches being used to support the most vulnerable pupils. |      |              |
|   |  |  |  |  | 2017 | 2018         |
|   |  |  |  |  | 2019 |              |

|  |   |   |              |     |     |      |  |
|--|---|---|--------------|-----|-----|------|--|
|  |   | <table border="1"> <tr> <td>Phonics (Y1)</td><td>36%</td><td>83%</td><td>100%</td></tr> </table> <ul style="list-style-type: none"> <li>➤ <i>Continue to use quality texts to support teaching. Review selection of books to ensure home readers consolidate phonics learning and develop a love of reading for early readers.</i></li> <li>➤ <i>Embed pre/ over learning opportunities to fill gaps.</i></li> <li>➤ <i>Use discrete teaching of comprehension skills (including different style questions) as part of a systematic approach to teaching reading.</i></li> <li>➤ <i>Continue systematic, daily teaching of phonics.</i></li> <li>➤ <i>Continue to use priority reading lists and targeted interventions to support pupils with identified needs.</i></li> <li>➤ <i>Review and tracking systems to be maintained.</i></li> </ul> | Phonics (Y1) | 36% | 83% | 100% |  |
| Phonics (Y1)   | 36%   | 83%   | 100%         |     |     |      |  |
| (B) To ensure all pupils enjoyment and well-being is supported effectively | Metacognition and growth mindset strategies are employed to encourage a positive approach to learning | <p>Growth Mindset language and philosophy embedded through whole school assemblies and follow up tasks in class. All staff and children using 'positive' language. Growth Mindset Hero for each class recognised at the end of every week.</p> <p>Live marking/ immediate feedback introduced so that pupils can revisit and improve their work/ address any misconceptions. Resilience and perseverance part of school culture and</p>   |              |     |     |      |  |



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|   |   | <p>celebrated at all times.</p> <p>PP children achieved well in end of KS assessments:<br/>EYFS – 0% (1Pupil)<br/>Phonics – 100% (3 Pupils)<br/>KS1 – 100% (1 Pupils)<br/>KS2 – 100% (1 Pupils)</p>   |                     |       |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| <b>(C)To ensure all children have the opportunity to experience and enjoy wider world learning, outside the classroom and normal curriculum teaching.</b>       | Plan and implement Theme days, visitors and curriculum trips to support learning outside the classroom  | <p>PP pupils supported financially to take part in Adventure Trainings days, residential trips, extra-curricular clubs. Has supported transition to secondary and emotional/ nurture support which has increased engagement of pupils with all learning.</p> <p>➤ <b><i>Continue to support pupils to access all learning wherever it takes place. Identify pupils’ interest and where possible support extra-curricular opportunities.</i></b></p>   |                     |       |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| <b>(ii) Targeted Support</b>  |   |   |                     |       |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| <b>Desired Outcome</b>  | <b>Chosen action/ approach</b>  | <b>Impact and Next Steps</b>  | <b>Cost: £4,500</b> |       |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| <b>(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.</b> | 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>ARE:</p> <table><tr><td></td><td colspan="2">2018</td><td colspan="2">2019</td></tr><tr><td></td><td>PP</td><td>Other</td><td>PP</td><td>Other</td></tr><tr><td>Rdg</td><td>60%</td><td>78%</td><td>75%</td><td>83%</td></tr><tr><td>Wrtg</td><td>50%</td><td>66%</td><td>75%</td><td>78%</td></tr><tr><td>Maths</td><td>70%</td><td>81%</td><td>88%</td><td>83%</td></tr></table> <p>‘Mastery’ approach to teaching writing and maths introduced. Bespoke training received to support these approaches. Live marking/ immediate feedback</p> |                     | 2018  |  | 2019 |  |  | PP | Other | PP | Other | Rdg | 60% | 78% | 75% | 83% | Wrtg | 50% | 66% | 75% | 78% | Maths | 70% | 81% | 88% | 83% |  |
|   | 2018  |   | 2019                |       |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
|   | PP  | Other   | PP                  | Other |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| Rdg   | 60%   | 78%   | 75%                 | 83%   |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| Wrtg  | 50%   | 66%   | 75%                 | 78%   |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |
| Maths   | 70%   | 81%   | 88%                 | 83%   |  |      |  |  |    |       |    |       |     |     |     |     |     |      |     |     |     |     |       |     |     |     |     |  |

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|  |  | <p>introduced so that pupils can revisit and improve their work/ address any misconceptions in the moment.</p> <p>Use of interventions developed to ensure impact is closely tracked and adjustments are made to ensure all pupils continue to make at least good progress. Additional training for BRP received.</p> <ul style="list-style-type: none"> <li>➤ <b><i>Ensure tracking and monitoring of each pupil's individual progress is used to identify any gaps.</i></b></li> <li>➤ <b><i>Early intervention through pre-teaching, over learning, use of visual support or fluid grouping to be used as a quality first teaching approach.</i></b></li> <li>➤ <b><i>Targeted interventions to be used for specific identified needs with individual pupils as required. All interventions to be monitored and reviewed 4-6weekly to ensure impact.</i></b></li> </ul> |  |
| <b>(B) Enjoyment and well-being is supported</b> | 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>Implementation of a robust graduated pathway to record and track pupils' needs. Early Help, EP and other agencies enlisted to support pupils' needs.</p> <p>My plans written with detailed intervention plans. Additional training provided where needed.</p> <ul style="list-style-type: none"> <li>➤ <b><i>Class Teachers to assume ownership of My Plans and the review process.</i></b></li> <li>➤ <b><i>SENCO to continue to support referrals to other agencies</i></b></li> <li>➤ <b><i>TA to attend EP CPD sessions (x 6 per year) and disseminate information</i></b></li> </ul>   |  |

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|   |  | <b><i>back to school to support vulnerable pupils.</i></b>   |                   |
| (C) <b>Opportunity to experience and enjoy wider world learning</b> | Extra-curricular activities, especially access to extra-curricular clubs/ residential visits subsidised                                      | Pupil financially supported to attend Forest School club to address identified emotional needs and support engagement with school. Resulted in reduction of low-level behaviour issues and increased parental engagement. Early referral for pupil to work with Fire Safety Officer including a visit to Skill Zone to increase personal safety.   |                   |
| <b>(iii) Other approaches</b>                                       |  |  |                   |
| <b>Desired Outcome</b>  | <b>Chosen action/ approach</b>   | <b>Impact and Next Steps</b>   | <b>Cost: £500</b> |
| <b>(B) Enjoyment and well-being is supported</b>                    | Target parent meetings to increase the level of communication between home and school and thus a better understanding of what's working well | <p>School operate an 'Open Door' policy where parents are welcome.</p> <p>All Parents invited into school on a regular basis for worship, 'drop ins' to celebrate learning and parent/ teacher meetings. Specific families targeted where needs are identified and additional action is taken. Parents are involved at all stages.</p> <p>➤ <b><i>Culture of school and home working together to be developed further through information sessions to help parents better understand current approaches to teaching.</i></b></p> |                   |
| <b>(D) Increased attendance rates for pupils eligible for PP</b>    | Target parent meetings to increase the level of communication between home and school and thus a better understanding of what's working well | School have maintained their policy that all holiday requests will be unauthorised. Attendance is monitored closely and followed up with a conversation with parents. Communication through the newsletter and parent mail affirms this position. On occasion, school have visited a home to support a family in getting a child   |                   |

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|  |  | <p>into school. This has resulted in an increase in attendance for those families involved.</p> <p>➤ <b><i>Use increased parental engagement to develop a culture where 'odd days' on holiday are not acceptable.</i></b></p> |  |
|--|--|---|--|